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ABSTRACT

This report provides an evaluation of the American Council on Education (ACE) Fellowship Program as assessed by 147 of its past Fellows and their Mentors. This program is intended to develop administrative skills of mid career faculty and administrators (about 30 per year) who, under the guidance of a mentor, spend a year observing and participating in leadership, management, governance, and administration at the highest levels. The review first discusses the study's purpose and methodology, then provides a description and history of the program and presents the responses concerning program outcomes. Outcomes are reported in the following areas: (1) achievement of objectives; (2) development of leadership skills; (3) acquisition of skills for management and administration; and (4) benefits derived from the program for the institution. In addition, the report presents summaries of respondent evaluations for women, by members of different races and ethnicity, and by those involved with community colleges. All the available evidence indicates that the program is functioning well and achieving its goals to the general satisfaction of most of those directly involved; however, mentoring and the concerns of people of color and women are two major areas requiring additional attention. Twenty-four data tables, an appendix containing the questionnaires used in the survey, and a list of the objectives of the ACE Fellows Program conclude the report. (GLR)

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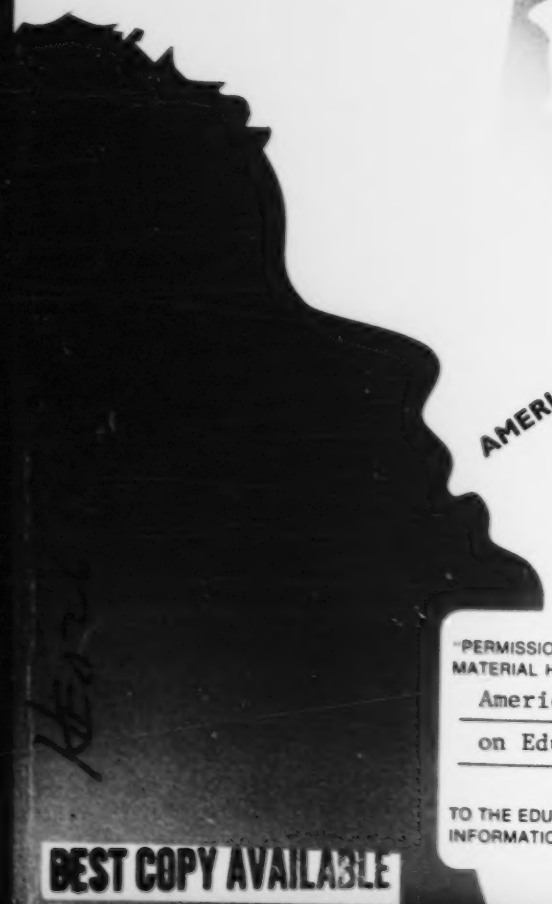
A REVIEW OF THE ACE FELLOWS PROGRAM



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A REVIEW OF THE ACE FELLOWS PROGRAM

1993

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EXECUTIVE SUMMARY

Purpose

This review of the American Council on Education (ACE) Fellows Program has been undertaken primarily to ascertain the degree to which the program continues to meet its stated purposes. The answers to various aspects of that question will help ACE strengthen the program and modify it in the future.

The study pays particular attention to the experiences of women and people of color. It provides an opportunity to find out how the program is serving these groups of Fellows, a matter of considerable importance given the special emphasis accorded recruitment and selection of women and people of color in recent years.

This program review seeks answers, primarily from former Fellows and their Mentors, to questions about the program's success in meeting its stated objectives.

Major Findings

The findings rely heavily on evidence gleaned from two questionnaires, supported and deepened by individual interviews. Of the 147 former Fellows from the classes of 1984-85 through 1990-91 who responded to the questionnaire, 54 percent were men and 46 percent women, a distribution essentially the same as that in the seven classes as a whole. Whites are overrepresented in the responding group (81 percent of the respondents vs. 75 percent of the group) and African-Americans underrepresented (12 percent of the respondents vs. 19 percent of the group). In all, 27 people of color responded: 18 African Americans, 8 Hispanics, one American Indian. The group included no Asian-Americans who so identified themselves.

Were one to create a composite Fellow made up of the modal tendencies of the responding group, he would be a 42-43 year old white, married, Protestant male. He would be a tenured professor at a doctorate-granting or comprehensive university, whose resume would include a doctorate in the humanities or social sciences, 13-15 years as a full-time faculty member and some experience as either a department chair or full-time administrator.

Mentors responding were mostly white (93 percent) and male (75 percent). Over half were chief executive officers.

All major aspects of the program received predominantly positive ratings from both Fellows and Mentors.

- Asked for a global evaluation of their experience, 80 percent of the Fellows answered "very positive" and another 18 percent "somewhat positive." Only two respondents leaned to the negative.
- Mentors, Fellows and nominators, both on the questionnaire and in interviews, agree that increasing Fellows' breadth of vision is the most important outcome of the fellowship experience.
- On 13 of 18 items related to leadership skill development, more than 90 percent of Fellows responding agreed they had grown at least "somewhat."
- The quality of mentoring received a positive evaluation from 73 percent of the respondents, with 30 percent rating it "exceptionally high." Still, 27 percent rated their mentoring "adequate or uneven" or "poor."
- Seventy-four percent of the Fellows indicated satisfaction with the overall design and implementation of the Fellows seminars.
- At least 75 percent of Fellows gave high ratings to each aspect of program design and administration.
- Fellows were nearly unanimous in finding 13 of the 15 specific program goals to have been at least somewhat met, disagreeing in substantial numbers only on the two goals related to the study of higher education, a result that correlates with their lesser regard for written work.
- Seventy-six percent of the people of color rated their overall experience "very positive" compared to 81 percent for whites.
- Sixteen percent of all Fellows responding (24 people) felt that race or gender had limited their participation in some aspect of the program. This group included 8 percent of the men (n=6) but 26 percent of the women (n=17); 12 percent of the whites (n=14) but 36 percent (n=10) of the Fellows of color.
- Eighty-five percent of the men felt they had been treated "fairly and even-handedly" during their fellowship year, compared to 77 percent of the women.
- Seventeen percent of the women rated their mentoring as "poor" compared to six percent of the men.
- People of color rated their mentoring as highly as did whites and were more satisfied with the help they received in identifying a fellowship institution and mentor.
- People of color felt that dealing with diversity issues was much more important than did whites and were less satisfied with the program's success in dealing with them.

- Those who had home or home/host fellowships reported more satisfaction with aspects of the program related to the locus of their fellowships. On the other hand, more than a third wished they had spent the year at a host institution, whereas only one host Fellow would rather have stayed home.
- The three most recent classes in the study reported higher overall satisfaction with the program than the earlier four.

Areas For Further Attention

The survey points to two major areas that require attention: mentoring and the concerns of people of color and women.

Conclusion

All the available evidence leaves the impression of a program that is functioning well and achieving its goals to the general satisfaction of most of those directly involved, as evidenced by the Fellows' 80 percent "very positive" overall assessment and their virtual unanimity (one exception) in saying they would recommend the program to others. In the opinion of both Fellows and Mentors, the program is largely successful in meeting its stated goals.

ACKNOWLEDGEMENTS

The American Council on Education Fellows Program expresses its appreciation to the many people who made this study possible.

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- The Council of Fellows for its commitment and financial contribution to this project.

The study represents the work of many people. Some deserve special mention. First, the Advisory Committee for its assistance in the design of the study and for conducting the interviews with Fellows, Mentors and nominators. The Committee was chaired by Lawrence Pettit, currently President, Indiana University of Pennsylvania, whose research design and questionnaire drafts began it all. Elsa Gomez, President, Kean College (NJ); Jessica Kozloff, Vice President for Academic and Student Affairs, State Colleges in Colorado; Daniel Perlman, President, Webster University; Benjamin Quillian, Vice President for Administration, Southern Illinois University at Edwardsville; Joyce Randolph, Director of International Programs, University of Pennsylvania; and Keith Sanders, Chancellor, University of Wisconsin-Stevens Point were other members of the Committee who provided valuable advice.

The Commission on Leadership Development, chaired by Bette Landman, President, Beaver College, reviewed the research design, questionnaires and preliminary findings and provided helpful comments to improve each.

The Council of Fellows Executive Committee provided guidance throughout the project.

Margaret Dunkle, currently with the Institute for Educational Leadership in Washington, DC, was instrumental in the final development of the questionnaires and the interview protocols. Her knowledge and creative energy were important in getting the study underway.

Robert Shoenberg (1967-68) analyzed the data and masterfully prepared the report. His understanding of the Fellows Program, his keen

insights, his political acumen and his writing ability are reflected on each page of the report.

The seemingly endless changes were handled with grace by Michelle Kitchens who is responsible for converting the tables and charts from handwritten scrawl into comprehensible presentations. Her skill with the computer enables the report to look as good as it does. And all this with a smile.

Other contributors include Madeleine F. Green for general support and editorial and other substantive contributions; Wendy Bresler who edited some versions; Lisa Reid who contributed her editing skills and general knowledge of the program and who coded the questionnaires along with Michelle Kitchens and Eva Kingsbury; and Martha Toll. Boichi San, ACE's Division of Policy Analysis and Research, assisted in questionnaire design and establishing the coding system. She organized the data entry and produced the data in a form the rest of us understand.

Most important of all, thanks to the Fellows and their Mentors for taking the time to complete the questionnaires and participate in the interviews. Their thoughts and suggestions will inspire changes. Their commitment to the program will sustain it for future generations.

And last but not least, special thanks to Robert H. Atwell, President, American Council on Education, whose continuing strong support of the Fellows Program enables the staff to undertake seemingly impossible tasks.

Marlene Ross
Director, ACE Fellows Program
1993

PURPOSE OF THE STUDY

This review of the American Council on Education (ACE) Fellows Program has been undertaken primarily to ascertain the degree to which the program continues to meet its stated purposes. The answers to various aspects of that question will help ACE strengthen the program and modify it in the future.

The review has its origins in the work of the Task Force on the Infusion of Minority Perspectives in Higher Education, a group of 13 former Fellows who, among other recommendations in their report, suggested that "a comprehensive review of the curriculum of the Fellows Program be conducted and that it incorporate in particular the infusion of minority perspectives." The current study incorporates many of the objectives and strategies suggested by the Task Force for a curriculum review, though it is broader in scope and less detailed in its analysis of the curriculum. It also reiterates some of the recommendations of the Task Force.

"The study is particularly timely as the higher education community rethinks many elements of its culture..."

As is appropriate to its origins, the study focuses particularly on the experiences of women and Fellows of color. For more than a decade, the Fellows Program has emphasized increasing the numbers of people of color and women in the program, increasing the pool of members of those groups qualified for senior administrative positions. This study provides an opportunity to determine if the program is meeting this goal and how it is serving this group of Fellows. In so doing, it also responds to a desire expressed by the Task Force that all program elements contribute to this goal.

The study is particularly timely as the higher education community rethinks many elements of its culture: responsiveness to increasing population diversity, the roles of faculty members, the focus of the curriculum, institutional funding, ethical issues, lifelong learning, among others. Addressing these issues requires leaders who understand higher education broadly, are alert to new developments, and can think creatively about the new forms of institutional governance and management that rapid change requires. The ACE Fellows Program seeks to prepare such leaders. This study will help identify adjustments necessary to continue achieving that objective.

METHODOLOGY

This program review seeks answers, primarily from former Fellows and their Mentors, to questions about the program's success in meeting its stated objectives. (See Appendix 1 for a list of program objectives.) These questions are:

1. To what degree has the program met its stated objectives?
2. How useful are the major program elements in meeting those objectives?
3. Has the program succeeded in recruiting and preparing a diverse group of Fellows (by race/ethnicity, gender, and institutional type)?
4. Has the program produced a skilled and knowledgeable leadership cadre?
5. How well has the program been administered?
6. How do those closely associated with the program (primarily Fellows and their Mentors) view the program? What modifications do they recommend?
7. How should the program change?

"The survey instrument sought to illuminate the Fellows' experience relative to the program's major features."

The primary instrument of the review was an extensive questionnaire sent to the 205 Fellows who participated in the program in academic years 1984-85 through 1990-91. Members of these seven classes were chosen because the program they experienced and the composition of their group most resemble current practice. Responses to a similar questionnaire were solicited from the group's 183 Mentors.

The survey instrument sought to illuminate the Fellows' experience relative to the program's major features:

1. The makeup of the class;
2. The formal learning activities (seminars and papers);
3. The campus internship experience, particularly the Mentor-Fellow relationship;
4. Outcomes of the Fellowship year; and
5. The administration of the program.

The questionnaire sent to the Fellows (Appendix 2) was designed to have respondents address directly both the major research questions and the stated goals of the program. A similar questionnaire (Appendix 3) went to each Fellow's Mentor, the individual on each campus who was

primarily responsible for the Fellow's learning experiences.

Fellows who did not return questionnaires by the date indicated received a reminder postcard, followed by a telephone call. Mentors not responding initially likewise received a postcard followed by a letter enclosing another copy of the questionnaire. These strategies yielded a 72 percent response rate from Fellows, 51 percent from Mentors.

This review draws extensively on the results of the questionnaire, citing particular frequencies and percentages as they illuminate the experiences of the Fellows. Some of the data not presented in tables and graphs in the body of the text are appended to the report. Material included in this section is by no means comprehensive but was chosen as likely to be of the most general interest.

The questionnaire items lend themselves to innumerable two-way and three-way cross tabulations. This review reports only the more striking results.

In addition to the questionnaires, reviewers gathered information by interviewing Fellows, Mentors, and nominators and examining earlier surveys, program documents, and public announcements of the program. Former Fellows attended the concluding seminar for the Class of 1991-92 and the mid-year seminar for the Class of 1992-93, analyzing the content of the sessions and soliciting Fellows' opinions about the learning experience the seminars provided.

The review process was supported by an Advisory Committee (see Appendix 4) made up of college and university administrators, including some Mentors and former Fellows. It also benefitted from comments by members of the ACE Commission on Leadership Development and the Council of Fellows Executive Committee, and from the advice and logistical support of Fellows Program staff.

DESCRIPTION AND HISTORY OF THE PROGRAM

The essential features of the ACE Fellows Program have remained constant since its inception in 1965:

1. A year-long internship in academic administration with a college or university president, provost or vice president;
2. Week-long seminars addressing leadership, administrative issues, planning and budgeting, nationally significant issues in higher education, and the role of the federal government and national associations;
3. Regional meetings organized by the Fellows;
4. Visits to other institutions; and
5. A year-end paper that contributes to the field of higher education.

Program participants are generally mid-career faculty and administrators who are nominated by their institutions and selected on the basis of an extensive application document, letters of recommendation, and interviews. About 30 Fellows are selected each year. Under the guidance of a Mentor(s), they spend the year observing leadership, management, governance and administration from the highest levels of the institution and undertaking specific projects on behalf of the Mentor(s). In the program's early years, all Fellowships were served at institutions other than the Fellows' own ("host institutions"), but a variety of considerations have dictated "home institution" experiences for about a fourth of the Fellows in recent years.

A second major change since the program's inception is the greater effort to include more women and people of color among the Fellows. The number of men and women is now essentially equal, and people of color constitute a fourth of the Fellows in the seven classes taking part in this review.

Some other program elements have been modified in ways that shed light on the nature of the program.

1. **Seminars.** The original program included seminars only at the beginning and end of the program. It now includes a mid-year seminar. Like the others, this seminar includes substantial "hands on" work—exercises, simulations, role-playing, etc., reflecting a further distancing from the lecture-discussion format that characterized seminars in the program's early years.
2. **Regional Meetings.** A system of meetings between Fellows and Mentors in a particular region, organized by program staff, was re-

placed by optional Fellow-organized meetings that include visits to institutions and conversations with invited administrators.

3. **Campus Visits.** From the program's inception, Fellows took advantage of their status to request individual visits to campuses within easy travel distance. This practice is now an integral part of the program, with funds allocated for that purpose. The visits are seen as so valuable that Fellows often fund them with their own money if other travel funds are unavailable.

"...Efforts to bring Fellows from all the classes together... create a strong network of acquaintance, support, and information... "

Program funding, which has always enjoyed substantial foundation support, has varied considerably over its history. Initial three-year funding from The Ford Foundation allowed the program to pay Fellows' salaries and moving expenses to their host institutions. Since then, external program support has declined steadily and has been replaced by a combination of funding sources: support from home and host institutions, foundations and ACE funds. However, foundation generosity, particularly that of The Andrew W. Mellon Foundation, has facilitated the participation of some Fellows from particular groups (e.g., African Americans, Hispanics, two-year colleges) or those whose institutions could not provide full financial support for a host Fellowship.

By the end of the fellowship year, there is so much camaraderie and commitment among the Fellows that each class forms a lasting network of contacts. Program directors make specific efforts to bring Fellows from all the classes together in a variety of formats: presentations at seminars by former Fellows, workshops at the ACE Annual Meeting, and an annual Council of Fellows Day meeting of current and former Fellows as part of each closing seminar. The Council holds an annual "Working Reunion" at which all the attending former Fellows make informal presentations about their work, and then solicit reactions and advice from other attendees. These efforts create a strong network of acquaintance, support, and information across all the classes.

This network achieved concrete form in 1979, when program alumni/ae created the Council of Fellows. The Council reflects the loyalty to the program and to other Fellows felt by its former participants. Among its other activities, the Council has raised an average of $25,000 annually. Most of these funds are used to provide financial support to institutions nominating Fellows and for alumni activities. The Council also advises staff on program policy and activities.

Findings

In the broadest terms, the goals of the ACE Fellows Program are to: 1) identify, comparatively early in their careers, people with great promise for high-level administrative positions in higher education, constituting a group of appropriate diversity with regard to type of institution, race/ethnicity, and gender; and 2) provide for them a program to increase their knowledge about higher education, develop administrative skills, and, above all, heighten their awareness of what it means to lead and enhance their abilities to do so.

If the program is successful, many who complete it will move on to more responsible leadership positions in higher education, while some will discover that administrative leadership is not compatible with their skills and interests. All will become part of a mutually supportive network of former Fellows who bring to administrative leadership a knowledge and thoughtfulness about such roles that exemplify good practice and enrich the enterprise.

Determining whether or not the longer range goals are being achieved requires qualitative judgments that this study did not attempt to elicit. The study covered only recent classes, the members of which have not, for the most part, reached their highest levels of influence. It should be noted that of the cumulative 1,023 program participants, 158 have reached the level of president, and more than 600 have become vice presidents, deans, or directors. Of the 147 Fellows who responded to the questionnaire, seven have become chief executive officers and 27 are chief academic officers.

This study focused on the more proximate goals related to program quality. Survey data reveal that, in nearly all particulars, program objectives are being met. These findings are based on questionnaires returned by 147 former Fellows out of the 205 in the classes from 1984-85 through 1990-91 (a response rate of 72 percent). The percentages of men (54 percent) and women (45 percent) responding are essentially identical to the gender composition of the seven classes. The same is not true with regard to racial composition. Whites are proportionately overrepresented in the respondent group, while African Americans are underrepresented. The seven classes included no Asian-American Fellows.

Number and Percent of Surveys Mailed By Race

White	153	75%
African American	38	19%
Hispanic	13	6%
Native American	1	0.5%

Number and Percent of Respondents by Race*

White	118	81%
African American	18	12%
Hispanic	8	6%
Native American	1	0.5%

**Two respondents did not indicate their race.*

The "Modal Fellow," 1984-1991

Were one to create a composite individual made up of the modal tendencies of the major demographic characteristics of the Fellows in the seven classes surveyed, that individual would have the characteristics presented in bold face in the list below. Other significant characteristics of the survey participants are discussed following identification of the dominant characteristics at the time they were selected as Fellows.

The modal fellow is:

a. **Male.** These seven classes included 109 men and 96 women. The 47 percent of women in this group well exceeds the roughly 34 percent of women in the population from which they are drawn. The general trend of the percentage of women in each class is upward; in one recent class, they constituted a majority.
b. **White.** But people of color constituted 25 percent of these classes, roughly double their representation among the general population of mid-career faculty and administrators.
c. **Protestant.** Just under half the respondents were Protestant.
d. **Married.** 72 percent of respondents were married.
e. **42-43 years old.** The youngest of the group was 31, but the second youngest was 36. The oldest was 54. Two-thirds were in their forties.
f. **A doctorate holder.** Nearly all were.
g. **In the humanities, social sciences, or education.** Three-fourths were.
h. **A higher education veteran of 15-20 years.**
i. **A full-time faculty member for 13-15 years.**
j. **A tenured professor.** Over 80 percent were.
k. **At a doctorate-granting or comprehensive university.** Seventy-seven percent of respondents were. Community colleges, at which 8 percent of the group worked, were substantially underrepresented.
l. **A full-time administrator or department chair.** Sixty percent were.

Among the Fellows who had completed the program within the past seven years, 64 percent were full-time administrators, compared to 28 percent prior to the fellowship year. Only 7 percent had decided not to pursue an administrative career, while 65 percent aspired to become president or chief academic officer of a college or university.

Mentors

The vast majority of the Mentor respondents were white (93 percent) and male (75 percent). Chief executive officers made up 55 percent of the respondent group; chief academic officers, 24 percent. Most had been Mentors only once (48 percent) or twice (26 percent).

Most Mentors (59 percent) took on the task primarily because they felt a responsibility to develop the next generation of leaders, but a substantial percentage (23 percent) cited simple enjoyment of the teaching/mentoring role. Some may have assumed the responsibility as a quid pro quo, since 69 percent had nominated Fellows in the past.

Aspects of the Program

In presenting the survey results, clarity can best be achieved by first indicating the trend of the entire respondent population, and then going back to note significant variations associated with certain demographic variables. Primary among those variables are race and gender, but age, type of home institution, locus of fellowship, and class year also figure significantly in some matters. Mentor responses are introduced when they provide notable reinforcement or contradiction of Fellows' perceptions.

All major aspects of the program received strongly positive ratings from both Fellows and Mentors. Asked for a global evaluation of their experience, 80 percent of the Fellows answered "very positive" and another 18 percent, "somewhat positive." Only two respondents leaned to the negative.

The Mentors were not quite so enthusiastic about their own experience. Sixty-one percent had a "very positive" response, and 36 percent were "somewhat positive." Three Mentors (3 percent) were "somewhat negative."

The high level of enthusiasm among Fellows is not surprising given how intense, consuming, and life-shaping an experience the program can be. For the Mentors, it is simply one part of a complex job – one which, however, often proves a greater source of pleasure than many of their day-to-day tasks.

Within the context of this generally positive reaction, the survey provides useful insight into several specific aspects of the program.

a. Selection

The selection process was rated "good" or "excellent" by 94 percent of respondents.

b. Mentoring

The way the personalities and styles of Mentors and Fellows mesh, the opportunities Mentors make available to Fellows, and the time they spend with one another can be decisive in the success of the Fellowship year. The quality of mentoring was positive for 73 percent of the Fellows, with 30 percent rating it "exceptionally high." Still, 27 percent found it "uneven" or "poor."

Mentor ratings of the relationship were in some respects higher than the Fellows', with an 80 percent positive rating, though a much smaller proportion, 9 percent, judged it "exceptionally high."

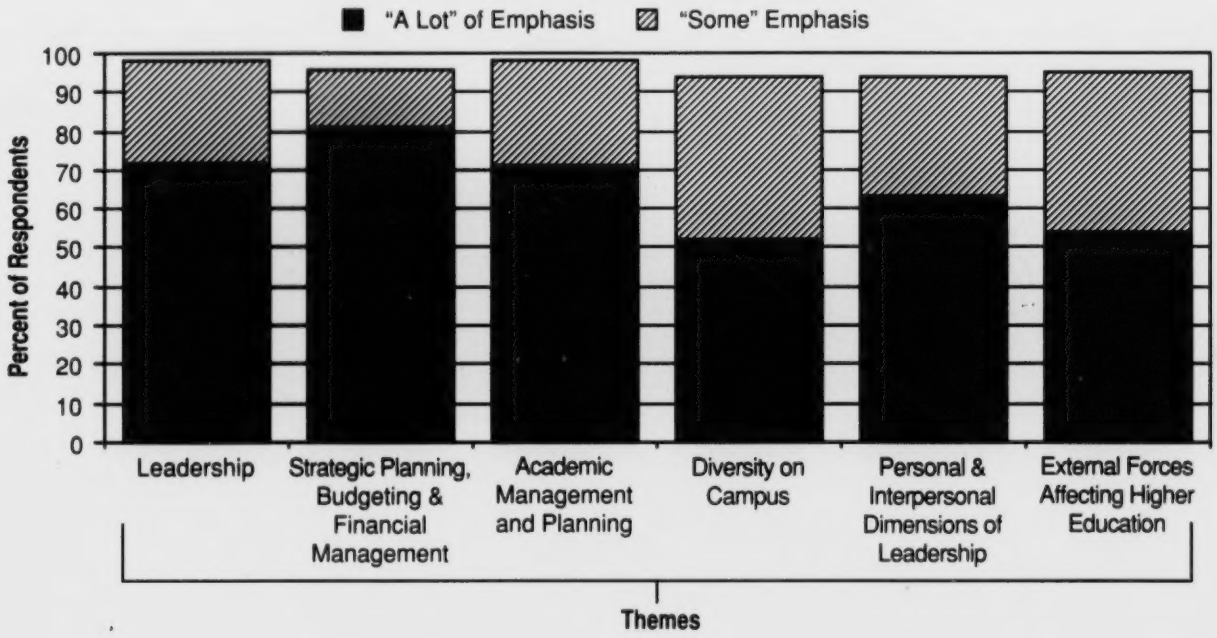
In the Fellows' eyes, by far the most important factor in the mentoring relationship, cited by two-thirds of the respondents, is the type of person the Mentor is. The quality of the relationship with the Mentor, the next largest factor, was selected less than half as often. The kinds of assignments they were given was considered important by 28 percent of the Fellows, while the Mentor's position mattered significantly to 22 percent.

c. Seminars

The Fellows Program includes three week-long seminars, held in September, December or January, and May. All the Fellows attend and are joined by experts who make presentations and lead discussions on various aspects of higher education and leadership. Group bonding and building a learning community are important aspects of these seminars.

Seventy-four percent of the questionnaire respondents indicated overall satisfaction with the design and implementation of the seminar program. All felt that the six major themes of the seminars (see Figure 1) were important. Asked how much emphasis should be placed on these themes in the future, 94-98 percent of the Fellows responded "a lot" or "some" for each of them. They placed the most emphasis on strategic planning, budgeting, and financial management (81 percent high emphasis responses), leadership (72 percent), and academic management and planning (71 percent).

Figure 1
Fellows' Opinions of the Amount of Emphasis That Should Be Placed on Each Seminar Theme



Mentors similarly found all themes to be of importance (94-97 percent) and placed most emphasis on the same three themes as the Fellows. However, judgments that "a lot of emphasis" should be placed on any of the themes in the future were less frequent. The Mentors tended toward more moderate judgments.

d. Written Work

The Fellows are required to prepare a learning contract; submit quarterly reports to the Program Director, their Mentors, and nominators about their experiences and progress in completing the learning contract; and complete a research-based Fellowship paper on some aspect of higher education. Enthusiasm for these aspects of the program are somewhat lower than for others, although a majority of Fellows find all are valuable. Mentors tend to agree with Fellows, except regarding the Fellowship paper, which they consider more valuable: 70 percent of Mentors vs. 59 percent of Fellows judged the experience "somewhat" or "extremely valuable."

e. Networking

Knowing and learning from other Fellows in their class was frequently cited as the most valuable aspect of the program, with 85 percent rating the experience "extremely valuable." "Becoming part of the network of Fellows" seemed somewhat less important (66 percent "extremely valuable" rating).

f. Program Administration

One set of questions asked about the design and administration of the program. Fellows gave most of these activities a 75 percent or better positive rating, with especially high marks (85 percent or better) for:

- conducting a fair selection process,
- communicating with Fellows,
- balancing campus with seminar time, and
- mixing "hands-on" and theoretical learning.

Aspects of program design and administration that received low ratings (25 percent or more "needs improvement") included:

- locating the appropriate host institution,
- identifying an appropriate Mentor,
- communicating with Mentors, and
- communicating with nominators.

Three quarters of the Fellows offered no response to a request for specific suggestions to improve the program. The suggestions that were offered revealed no pattern that would be useful in improving the program, although some individual suggestions might have utility.

Once the Fellowship year is over, program staff try to assist participants in a variety of ways. Those who had asked for help reported it to be effectively provided in matters of writing letters of recommendation (82 percent of those who asked), providing nominations for positions (72 percent), promoting networking (82 percent), and assisting the Council of Fellows (81 percent). Some respondents felt they had not been well served in requests for career advice or suggestions

of candidates to fill vacancies, although fewer than half had requested assistance in either of these areas and others may have had unrealistic expectations of what is possible.

g. Personal Considerations

A decision to participate in the Fellows Program involves many difficult personal decisions and compromises with one's accustomed living patterns, particularly for host Fellows whose institution is beyond commuting range. Moving partner and children is seldom a possibility, so handling the strains of being apart all week and the cost of maintaining a second residence for nine or ten months become significant problems for some. Thus it is not surprising to find that 53 percent of Fellows' families were involved in their decisions to accept a fellowship or that an equal percentage report out-of-pocket costs in excess of $3000. The source of these costs is most often reported as the expense of maintaining two residences (35 percent) and that of changing residence (28 percent).

In interviews, Fellows report strong family support for their endeavor. Whatever else the effects may have been, marriages seem to have survived these strains reasonably well. Only three of 107 survey respondents who were married before the fellowship year had since been divorced or separated.

OUTCOMES

Very few of the Fellows Program objectives listed in Appendix 1 are susceptible to objective measure. The program has had great success in identifying promising leaders, evidenced by the previously cited fact that 70 percent of those who have participated in the program have become presidents, provosts, vice presidents, or deans, or assistants or associates in the offices of such administrators. The diversity of the Fellows, especially in recent years, is demonstrated by the percentages of women and minorities in the seven classes as compared to the populations from which the Fellows are drawn.

For the most part, however, estimates of the program's success depend upon the opinions of involved participants: Fellows, Mentors, and nominators. We have already cited the extremely high positive rating given the program by the Fellows, and the Mentors' strong response to their experience. Like the Fellows, the Mentors give high marks to the design and administration of the program: an 87 percent positive rating (36 percent "excellent," 51 percent "good").

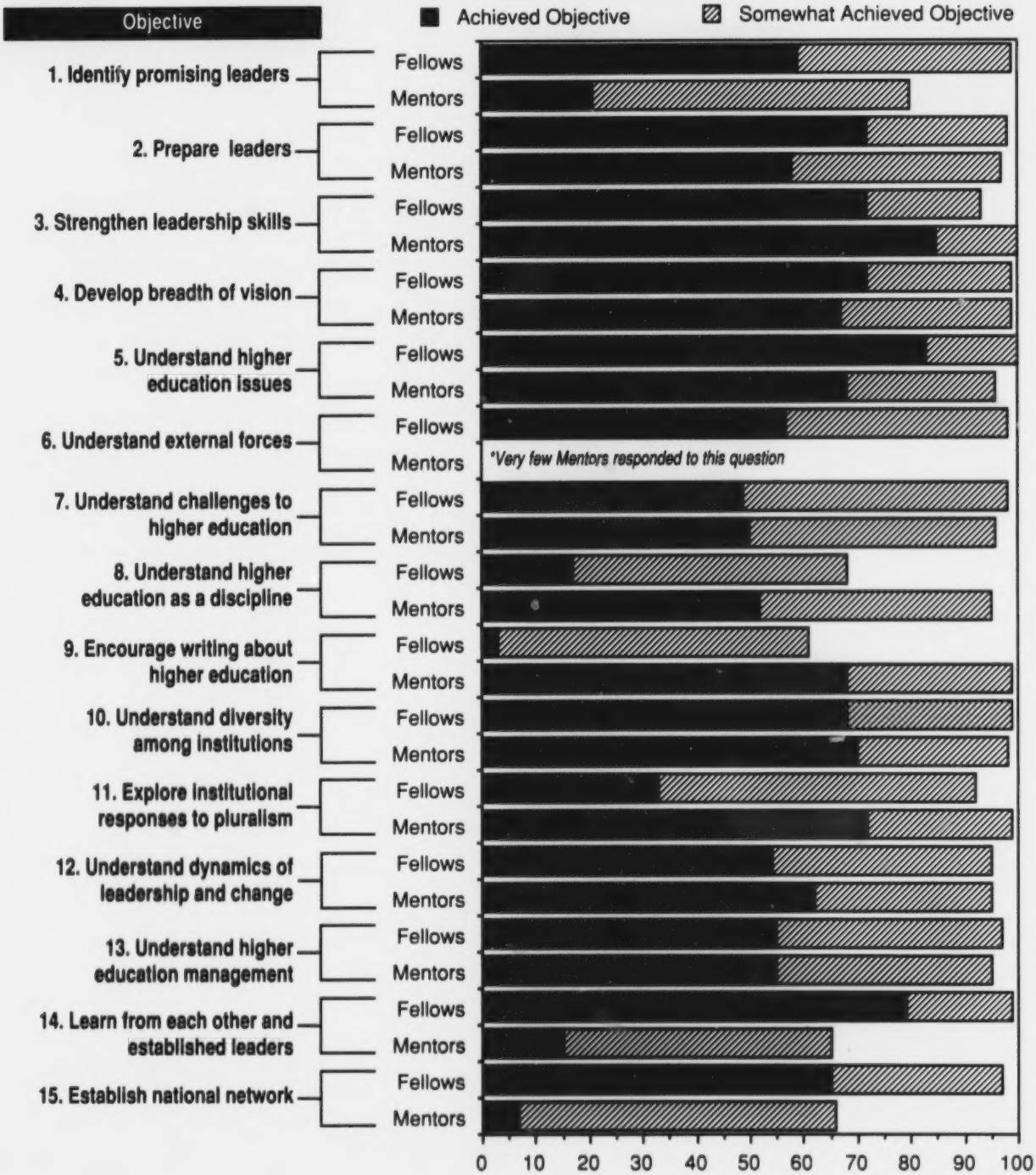
Program Objectives

The survey, however, probed beyond these global ratings. Both Fellows and Mentors were asked to indicate the degree to which, in their experience, each of the 15 program objectives listed in Appendix 1 were met. The percentages of each group that agreed particular objectives had been met are shown in Figure 2.

For 13 of the 15 objectives, the Fellows were nearly unanimous in their belief that the program was at least to some degree meeting expectations. The only goals about which the Fellows expressed substantial doubt were those related to the study of higher education. These two objectives were also the only ones that any substantial percentage felt were "not very important" (about 20 percent each). The responses correlate with the relatively low value the Fellows placed on writing the Fellowship paper (39 percent found it "not at all" valuable), developing and revising the learning contract (27 percent, "not at all" valuable), and preparing the quarterly reports (30 percent).

For only one other objective did more than half the Fellows indicate that the goal had been only "somewhat" met: "help Fellows explore *institutional responses* to the challenges of our pluralistic society." On the other hand, the objectives most successfully met for the group were: "help Fellows under-

Figure 2
Degree To Which Fellows Program Achieved Objectives: Opinions of Fellows and Mentors Compared



stand issues and trends in higher education" (83 percent); "learn from others" (79 percent); and "prepare a diverse cadre of leaders for administrative positions," "help Fellows strengthen their leadership skills and abilities," and "help Fellows develop breadth of vision" (72 percent each).

Mentors were frequently as positive as the Fellows, although they more often tended to find the objectives "somewhat" rather than fully achieved. The objectives found by substantial percentages of Mentors not to have been achieved were: "identify[ing] leaders in higher education," with a 20 percent negative response; "enabl[ing] Fellows to learn from each other and from established leaders" (35 percent); and "help[ing] Fellows establish a national network" (34 percent). Fellows shared, to a lesser degree, the Mentors' uncertainty about the first of these three, but strongly disagreed about the other two.

Mentors most often (85 percent) found the goal of "help[ing] Fellows strengthen their leadership skills and abilities" to have been substantially met, a judgment essentially in agreement with the Fellows'. This level of agreement prevailed for seven of the 15 objectives, but the survey revealed marked disagreement over several objectives in addition to those cited above. (See Table 2.)

Table 2
Percentages of Fellows and Mentors Agreeing That Certain Program Objectives Were Fully Met: Notable Disparities

Objective	Fellows	Mentors
Identify promising leaders in higher education	59 %	21 %
Prepare a diverse cadre of educators as leaders	72 %	58 %
Help Fellows understand issues and trends in higher education	83 %	68 %
Help Fellows understand higher education as a discipline	17 %	52 %
Encourage Fellows to write about higher education	3 %	68 %
Help Fellows explore *institutional responses* to the challenges of our pluralistic society	33 %	72 %

Developing Leadership Skills

The central emphasis of the Fellows Program is the development of leadership skills. Fellows were asked about the effects of their experience on their growth in 18 separate aspects of leadership. In all of the 18 at least 65 percent of the respondents believed they had grown at least "somewhat," and for 13 of the items, this figure was above 90 percent. The highest positive responses were in "stimulating creativity and intellect" (98 percent), "understand[ing] the national and global context of higher education" (96 percent), "increasing openness to new experience" (96 percent), "ability to define a mission and set priorities" (95 percent), and "increasing ability to read the environment" (94 percent).

At the other end of the spectrum, Fellows felt they had received the least help in learning skills to "build a learning community" (35 percent indicated receiving no help at all), "empower others" (32 percent), "build an effective team" (32 percent), and "strengthen 'people skills' " (30 percent).

Mentor responses to a parallel but less detailed set of questions produced a high level of approbation for the development of leadership skills, not less than 92 percent in any of the six aspects of leadership. A global question, "Do you think participation in the ACE Fellows Program made your Fellow(s) better leaders?" received a 98 percent positive response.

Skills of Management and Administration

Fellows were asked to indicate the degree to which they received help in developing 16 administrative and management skills. They found the most help with "asking the right questions" (96 percent), "strategic planning" (94 percent), and "improving collaborative skills" (91 percent).

The program was least helpful in "developing leadership skills in subordinates" (41 percent said they received no help here), "managing a diverse work force and student body" (36 percent), "researching, analyzing, and writing administrative reports" (36 percent), "learning about equal opportunity principles and laws" (34 percent), "human resource management" (34 percent) and "institutional advancement" (33 percent).

Again, the practical knowledge and skills related to diversity issues are felt to be less well addressed. Apart from diversity matters, the seminars devote little or no time to the other items so that Fellows would be only slightly exposed to any of them unless they were the focus of their activities on campus, where they might be involved in report writing, equal

opportunity laws or institutional advancement. The last is the subject of a seminar session, but one session barely scratches the surface of this matter of crucial importance to future senior administrators.

Benefits to the Institutions

The institutions with which the Fellows are associated also derive benefits from the program. At the end of their Fellowship year, nearly a quarter of the Fellows moved into administration for the first time. Since 78 percent of the Fellows were at their home institutions following their participation in the program, this movement into administration must be of benefit predominantly to the institutions that nominated them. Of those who returned home, 15 percent were assigned new responsibilities and another 25 percent were promoted.

The Mentors felt that the Fellows brought benefits to their institutions: 65 percent of the Mentors cited additional help and 63 percent new perspectives and fresh ideas. They were less impressed with the fact that the Fellows may have become strong admirers of their host institutions (47 percent), although 10 percent of the Fellows stayed at the host institution after the Fellowship year. Only 22 percent of Mentors believed the Fellows had increased the visibility of their institutions.

A similar set of questions was posed to Fellows who had served their Fellowships at host institutions. Estimates of their own contributions were quite consistent with Mentor evaluations. The Fellows thought they were most useful in providing additional help (56 percent) and fresh ideas (69 percent). The number of positive responses from Fellows who believed their vocal admiration benefitted their hosts and who increased the host institutions' visibility were virtually identical to those of the Mentors.

Fellows thought they most benefitted the institutions that nominated them by bringing back increased administrative expertise (67 percent), broadened perspectives (56 percent), new knowledge and skills (54 percent), and increased energy (50 percent). They thought themselves least useful in increasing their institutions' visibility (43 percent).

On the other hand, 54 percent of the Fellows who returned to their home institutions after spending the year away were looking for opportunities to move elsewhere in order to be promoted or to obtain the full time administrative appointment for which their fellowship had prepared them. Of the 22 percent who did not return home, nearly half stayed at their host institutions.

These results are quite consistent with the results of interviews with nominators. Of the 18 people successfully nominated by the eight institutions represented in this small sample of interviewees, 13 made significant contributions to their campuses in major roles, four left within a year and one never returned. Nominators whose institutions quickly lost Fellows they had supported were for the most part philosophical about the matter, feeling that they had made a contribution to higher education generally or to an individual former Fellow who deserved such a reward. Others, however, were clearly upset about having made an investment that had not yielded dividends.

These attitudes reflect the great variety of motivations for nominating Fellows. They range all the way from grooming people for specific positions to providing the Fellow the opportunity for a graceful exit from an institution in which he or she has no future. A large number of institutions appear to have no role in mind for their nominee after the fellowship year. For this reason a number of former Fellows choose to leave after a year or never even return. These campuses feel they benefit from the prestige of having had a staff member chosen for the program or, as one former Fellow put it, "doing well by someone who had served them well."

Whatever the motivation for nominating and the outcome in terms of the Fellow's ultimate service to the institution, the nominators interviewed were unanimous in their praise for the program. All agreed that the program succeeds in its goal of making Fellows better leaders. They most often cited the program's success in broadening Fellows' perspectives as the major strength of the experience. They do not, however, see the same increase in administrative skill that the Fellows themselves feel.

Particular Populations

Two questions asked of the Fellows were designed to inquire directly about the effects of race and gender on the Fellowship experience. In response to the question of whether race or gender "limited your participation in any aspect(s) of the ACE Fellows Program," 16 percent (24 people) answered affirmatively. This group comprised 8 percent of the men (n=6) and 26 percent of the women (n=17); 12 percent of the whites (n=14) and 36 percent (n=10) of the Fellows of color (40 percent of the 18 African Americans). Looked at another way, 20 percent of white women, 35 percent of men of color, and 43 percent (three out of seven) of women of

color reported some limitation. The differential response both by gender and by race is statistically significant as is a difference between the responses of white males and men of color.

A request for elaboration on the source of the limitation revealed no precise pattern, but did produce three fairly frequent kinds of response: being the only female/African American (or both) in an all male/white group on the campus; encountering a general lack of sensitivity to women's/minority issues; and having an uneasy relationship with a male mentor (in the case of women) or a white mentor (in the case of Fellows of color).

"Male respondents tended to feel the program dealt better with women than men, while women had the opposite opinion. Most whites felt the program dealt better with people of color, and vice versa."

Difficult to define but very real in its effects is a sense reported by some people of color that they do not feel they are taken seriously as potential leaders. This sense has its origins in such perceptions as differences in the way whites relate to them, less ready access to offices and people at their fellowship institutions, and a lack of openess by others. In a parallel way, women report being excluded from inner circle conversations and being patronized. As one woman put it: "Women are perceived to 'need' mentoring; men aren't."

A second question related to race and gender concerned opinions about the program's dealings with such groups. Male respondents tended to feel the program dealt better with women than men, while women had the opposite opinion. Most whites felt the program dealt better with people of color, and vice versa. These reponses also achieved statistical significance.

The 25 percent of the respondents who offered comments most frequently noted the importance of race and gender issues on the agendas of both ACE and the Fellows Program. Most commentators found that importance a proper emphasis, but some thought it was overstressed. A few found the attention to race and gender issues inadequate.

Apart from the information imparted by these two direct questions about race and gender, selected cross-tabulations of demographic data with the Fellows' experiences and opinions reveals that some other factors such as age and location of the Fellowship were also influential.

Women

The responses of the female Fellows differed from that of the males in four general areas: the quality of their mentoring, estimates of what is important in the program, success of the program in preparing them for leadership roles, and their personal goals. Given the large number of questionnaire items to which Fellows responded, those items showing marked differences are comparatively few, but they suggest several issues to which Fellows Program staff should pay particular attention.

a. Aspects of the Program

Whereas 85 percent of the men felt they had been treated "fairly and even-handedly" during their Fellowship year, 77 percent of the women shared that opinion. This sense of unequal treatment shows up primarily in women's evaluation of the quality of their mentoring and related matters.

The key item here is women's opinion of the quality of the mentoring they received. Seventeen percent of them rated their mentoring poor as compared to 6 percent of the men. (However, at the other end of the spectrum, 56 percent of both men and women found the quality of their mentoring either "very good" or "exceptionally high.")

This less satisfactory mentoring experience shows up in a variety of other correlated responses:

Positive Responses

Item	Women	Men
ACE help in locating appropriate institution	44 %	56 %
ACE help in identifying appropriate Mentor	48 %	53 %
Had CEO as primary Mentor	55 %	75 %
Found Mentor important in career advancement	62 %	71 %

b. What Is Important

While these differences in what men and women value do not in themselves form much of a pattern, they contribute to some of the overall tendencies that emerged from the survey.

Women tended to find the value of interacting with other Fellows in their class less valuable than men (77 percent vs. 91 percent). Whether this difference resulted from more women being less positive

about the actual quality of the interaction among Fellows or from caring less about it is not clear.

A substantially larger percentage of women than men (67 percent vs. 53 percent) found the writing of the Fellowship paper to be of value.

In reporting the degree to which the program helped them to develop specific leadership skills, respondents had the choice of indicating that they had no need to develop the skill. For only three items did more than 10 percent of the respondents choose this option. The larger responses were attributable to women: "communicating effectively" (23 percent of women felt they had no need to develop compared to 11 percent of men); "increasing openness to new experience" (23 percent of women vs. 6 percent of men); and strengthening "people skills" (18 percent of the women vs. only 1 percent of the men).

c. Success in Preparation for Leadership Goals

There was a small but statistically significant difference between men and women in their response to the complex of items regarding the program's success in preparing Fellows for leadership roles. Women's ratings were lower than men's on the 18 items as a group and on four of the five subsets of items: "interpreting and shaping institutional values and culture;" "working effectively with people;" "understanding my values, strengths and weaknesses;" and "developing my ability to lead others to reach common goals." The difference on the second of these items was notably more marked than the others.

d. Goals

On the whole, the women who participated in this survey seemed marginally less interested than men in a career in high-level college or university administration. Whereas 39 percent of men aspired to be CEOs, 33 percent of women cited that goal. That difference may be explained in part by a more striking gender disparity: program participation confirmed the desire of 67 percent of men to pursue an administrative career, but only 45 percent of women. Indeed, all three Fellows who chose to leave higher education as a result of participating in the program were women. Fewer women (33 percent) than men (41

percent) plan to leave their current institutions, a move usually necessary for career advancement.

On the other hand, following their Fellowship year, more women than men were given new responsibilities (18 percent vs. 13 percent) or a promotion (29 percent vs. 22 percent). Fewer, however, currently hold presidencies or serve as chief academic officers (20 percent of women vs. 26 percent of men).

The indication these responses give that the fellowship year did not work quite as well for women as for men is confirmed in the overall assessment of the program. Here, women were slightly less approving than men, giving their experience a 74 percent "very positive" rating, compared to 81 percent for the men, although here differences were not statistically significant.

People of Color

People of color similarly gave a slightly lower rating to their experience, with 76 percent reporting a "very positive" experience compared to 81 percent of their white colleagues. In this case, however, one must remember the small number of respondents of color; if only one Fellow of color had changed his or her rating from "somewhat positive" to "very positive," the percentages for whites and people of color would have been virtually identical.

The matters in which the responses of people of color varied substantially from the average were generally different from those of women. People of color thought as highly of their mentoring as whites. Their concerns about administration of the program and about particular aspects of it were different from those of women, as were their career aspirations.

Men of color rated the program's success in preparing them for leadership positions more highly then did white men, but women of color gave the program lower ratings on this set of items than did white women. Both of these differences were statistically significant. In three of the five subsets of questions, "envisioning the future and seeing the big picture," "working effectively with people," and "understanding my values, strengths and weaknesses," differences were statistically significant, all in the same direction, i.e., men of color rated the program's success higher than white men and women of color gave the program lower ratings than did white women.

a. Administration of the Program

Differences between minority and non-minority respondents in rating ACE's administration of the Fellows Program tended in both directions, although none of these differences were statistically significant. People of color were more satisfied than whites about communication between the program and Fellows and about the placement process. Sixty-three percent of people of color (compared to 47 percent of whites) praised ACE's help in locating an appropriate institution. Help in identifying a Mentor satisfied 56 percent of people of color, and 50 percent of whites.

"...People of color were somewhat less likely than whites to have heard about the Fellows Program from a supervisor or former Fellow and somewhat more likely to have learned of it from a written source..."

While 72 percent of the Fellows of color felt they were treated "fairly and even-handedly," this percentage was lower than responses among whites. African Americans in particular indicated less enthusiasm for the selection process (83 percent approval vs. 92 percent of whites).

It is notable that people of color were somewhat less likely than whites to have heard about the Fellows Program from a supervisor or former Fellow and somewhat more likely to have learned of it from a written source, in most cases *The Chronicle of Higher Education.*

b. Aspects of the Program

Fellows of color differed from their white colleagues on the program's appropriateness in dealing with diversity issues. Far more people of color than whites (74 percent vs. 47 percent) felt that "a lot" of emphasis should be placed on the theme of "diversity on campus" in the seminars. And more people of color (33 percent) than whites (18 percent) thought the program helped them "not at all" in "learning how to develop consensus among diverse constituencies."

Like the women surveyed, people of color found more value in writing the Fellowship paper than did their white counterparts (74 percent vs. 55 percent).

Fellows of color found the program more helpful in promoting various forms of networking than whites. They found "interacting with other Fellows" slightly more valuable than whites (89 percent vs. 84 percent) and the goal of "helping Fellows establish a national network" a good deal more important (89 percent vs. 65 percent). They were less satisfied than whites with the program's success in "enabling Fellows to learn from each other and from established leaders" (67 percent vs.

81 percent), but also found that program objective less important (74 percent vs. 88 percent).

c. Personal Goals

People of color indicated "I want to be a leader" as their major reason for applying to the program more often than whites (41 percent vs. 25 percent). This motivation is consistent with their indicating CEO or provost/vice president as their ultimate career goal more often than white peers (78 percent vs. 61 percent). In fact, 22 percent have already served as provosts or vice presidents, as opposed to 17 percent of the whites.

Fellows from Community Colleges

Fellows Program administrators have made a substantial effort over the past several years to attract Fellows from two-year institutions. These seven classes included 17 from such colleges, of whom 11 responded to the questionnaire: six women and five men, including one person of color. They exhibited a bimodal distribution of prior administrative experience, with four reporting "a little" and five "substantial." Six were full time administrators at the time they were accepted into the program.

At the time they completed the questionnaire, ten of the 11 were in full time administrative positions while one had chosen not to pursue an administrative career. Three aspired to become CEOs and four, vice presidents or provosts.

This group's general opinions about the program mirrors that of the group as a whole. Eight of the eleven (73 percent) were very positive about the program (vs. 80 percent of the full group) and the other three were "somewhat positive." All would recommend the program to others.

In their estimates of the program's success in achieving its goals and in helping Fellows to develop particular skills and awarenesses, however, two-year college Fellows registered generally lower levels of satisfaction. While there is some danger in comparing percentages when there are so few members in one of the groups being compared, the tendency to rate success lower in the two-year college group is so consistent that it is worth noting. The differences usually occur in the top rating category. The two-year college respondents seldom rated any aspect of the program in the lowest category except in cases where such ratings were the general pattern, e.g., the written assignments.

As regards the value of 11 aspects of the program, two-year college Fellows responded in roughly similar percentages on eight and were distinctly lower on three: the Fellows seminars (two-year college Fellows gave a 46 percent "extremely helpful" rating vs. 71 percent for the group as a whole); the regional seminars (46 percent vs. 63 percent); and the learning contracts (none vs. 13 percent).

With regard to the program's achievement of its stated goals, the two-year college group were notably less certain in five of 15 cases: strengthening leadership skills, helping Fellows understand diversity among institutions, exploring institutional responses to campus diversity, knowing the dynamics of leadership, and understanding higher education management.

On the 18 leadership goals, two-year college respondents gave significantly lower top ratings than the group as a whole on six of 18 items and four of 16 management and administrative skills development items. On an additional two of the 18 they were more likely to have received no help.*

The general pattern, then, is for the two-year college group to mirror the group as a whole for about two-thirds of the items in these multi-item questions and to give lower ratings on a third. The lower rated items can largely be grouped in three categories: management skill development, interpersonal relations and dealing with diversity.

Lower ratings on management skill development may be explained by the fact that the two-year college participants had had more high level administrative experience than the group as a whole. Ratings on the interpersonal relations items may reflect the slightly higher percentage of women (more than half) in the two-year college group. Women in general tended to rate the program lower in helping Fellows develop the interpersonal skills of management.

In other words, the differences on two of the sets of items may be no more than a reflection of the makeup of this particular group of respondents: more senior administrators, more women. The estimates of less success in dealing with diversity issues require more speculative explanations than are appropriate to a study like this one.

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* *The six leadership items to which a smaller percentage of two-year college Fellows gave top ratings are: stimulating creativity and intellectual curiosity, increasing ability to define a mission and set priorities, helping to communicate a sense of direction, being able to solicit feedback and encourage dissonant points of view, making goals and convictions understandable to others, and increasing self-confidence. The two to which a larger percentage gave low ratings are: learning how to build an effective team and strengthening people skills. Lower rated management and administrative skills development items are: strategic planning, giving and receiving feedback, personnel and human resource management, and developing leadership in subordinates.*

On the other hand, Fellows from community colleges expressed almost uniform disappointment with the lack of attention in the seminars to the circumstances of community colleges and their contribution to higher education. Speakers seldom made reference to community colleges and examples used for various exercises were almost invariably taken from four-year institutions. Thus, the less enthusiastic opinions from this group may in part reflect a sense that their interests were insufficiently acknowledged and addressed in the seminar curriculum.

Other Variables

a. Locus of Fellowship

Whether Fellows remained at their own institutions for their Fellowship year (25 percent did) or worked at a host institution affected their responses to the program in a variety of ways. Since program directors and alumni have always urged the host campus experience whenever possible, it was somewhat surprising to find Fellows favoring the home campus experience. Data analysis shows that:

- A higher percentage of home Fellows were confirmed in their interest in administration (67 percent vs. 54 percent of host Fellows).
- A higher percentage of home Fellows gave their Mentors an exceptionally high rating (39 percent vs. 28 percent).
- Only 9 percent of home institution Fellows found colleagues not at all valuable to their careers; 38 percent of host Fellows did so.
- Mentors were less important to host institution Fellows (33 percent of host Fellows found their Mentors "extremely important" vs. 51 percent of home Fellows).
- Host institution Fellows were less likely to get a promotion on their return home; they more often returned to their former positions.
- Limitations owing to race and gender were reported exclusively by host Fellows.

Given these details, it is not surprising to find that home Fellows indicated a more enthusiastic response to the total experience than host fellows, although these findings are not statistically significant. Of the home Fellows, 87 percent were "very positive," 13 percent, "somewhat positive." For host Fellows the comparable figures were 77

percent and 21 percent. The two Fellows reporting a negative response were both at host institutions.

On the other hand, 14 of the 37 people who had "home" or "home/host" fellowships would have spent the year at another institution had they had the chance. None of the host institution Fellows said they would have preferred a home fellowship, although 20 would have gone to another institution and 19 would have split the year between two institutions had that option been available.

b. Age

Age differences resulted in little variation. Those in the 31-40 age group were less satisfied with the program than their older colleagues (73 percent "very positive" as opposed to 83 percent for those in their forties and fifties). The two "somewhat negative" Fellows were both in the younger group. Some of this difference can be attributed to the sense of 20 percent of the 31-40 age group that they could have developed the skills the program emphasized without participating in it, as opposed to only 8 percent of the 41- to 50-year-olds and none of those in their fifties.

Members of this oldest age group, of whom there were only seven, joined the program primarily because they wanted to be leaders (four of the seven). They said the program had little influence on their decision to become administrators, probably because they had already made that decision.

c. Other Factors

Regardless of the reason Fellows initially applied to the program, their overall experience seems to have been equally positive. The kind of institution from which they came mattered only for Fellows from doctorate-granting universities: 88 percent of them reported a "very positive" response, compared to 73-74 percent of Fellows from comprehensive, baccalaureate, and two-year institutions.

Little discernible pattern of variation in response by class year is detectable. Classes that cited less satisfaction in some regard were more positive in others. The class most consistently unhappy about race and gender issues reported the highest degree of general satisfaction with the program. The only clear pattern is a notably higher overall assessment of the program by the three most recent classes (89 percent "very positive"), compared to the four earlier ones (72 percent).

FUTURE DIRECTIONS

"When asked to provide an overall recommendation for the program, 14 percent of the Fellows said to leave it just as it is, 77 percent recommended making some minor revisions, while 9 percent proposed major changes."

When asked to provide an overall recommendation for the program, 14 percent of the Fellows said to leave it just as it is, 77 percent recommended making some minor revisions, while 9 percent proposed major changes. None recommended discontinuing the program. Mentor responses to the same question were 27 percent for continuing the program as it is, 64 percent for minor revisions, and 7 percent for major revisions. One recommended discontinuing the program.

The Fellows' response to a question about the future importance of the 15 program goals provides some indication of the direction they believe change should take (See Table 5 in "Additional Data"). Nearly 80 percent or more of the Fellows believe all but four of the goals "extremely important." "Prepar[ing] a diverse cadre of educators for leadership positions," "help[ing] Fellows develop breadth of vision," and "help[ing] Fellows understand issues and trends in higher education" were considered extremely important for the future by 90 percent or more. "Help[ing] Fellows establish a national network" (71 percent "extremely important") and "help[ing] Fellows explore *institutional responses* to the challenges of our pluralistic society" (72 percent) were slightly less valued goals.

Only two goals seemed unimportant to more than two percent of the Fellows. Predictably, these two goals were the ones relating to the study of higher education, "help Fellows understand higher education as a discipline" (22 percent "not important") and "encourage Fellows to write about higher education" (20 percent).

The disparity between those who found the goal had been met and those who found it extremely important runs generally in the 20-30 percent range. The largest disparity is in one of the somewhat less valued goals, that having to do with institutional responses to society's pluralism. Whereas 72 percent found the goal extremely important, only 33 percent thought it had been met and a comparatively high 8 percent found it not met.

Large disparities are also found on goals having to do with the relationship between higher education and the external environment: "understand[ing] external forces affecting higher education" (57 percent "met" vs. 88 percent "extremely important") and "understand[ing] higher education's challenges and potential solutions" (49 percent vs. 82 percent).

Many open-ended questions scattered throughout the survey gave Fellows opportunities to specify the kinds of changes they would recom-

mend. The suggestions are generally lacking in specificity, but they do reveal patterns that may be helpful to those who seek to improve the program.

What the Fellows Most Valued

Overwhelmingly Fellows most value people: Mentors and other Fellows. They cited "knowing other Fellows and learning from them," "the camaraderie," "conversations with mentors," "watching the Chancellor do a great job and being close enough to watch the thought processes behind the action," "the time I spent with a particular dean at my host institution," etc.

The breadth of the total Fellowship experience, both within the Fellow's institution and in higher education generally, was very often mentioned as the most important aspect of the program: "the university was completely open to me," "exposure to issues of higher education and other institutions," "obtaining the large national view of higher education," "a greater understanding of diversity and its importance to the health of an institution." This view is entirely consistent with that of the Fellows' nominators noted earlier. Similarly, the Mentors responding to the questionnaire most frequently found "envisioning the future and seeing the big picture" to be the area in which the program helped the Fellows "a lot."

An equally recurrent theme was the opportunity to grow. Fellows referred to "expanding vision and knowledge," "developing a vision of higher education's needs," and "time to reflect and see other ways of dealing with issues–to broaden scope."

What the Fellows Liked Least

Just as good experiences with Mentors were the high point of the experience for many Fellows, bad experiences with Mentors were the low point for others. In their comments, they noted such feelings as: "my host institution experience was painful," "working with my Mentor–we were a gross mismatch of personalities," "mentoring relationship never really developed," and "not connecting well with the academic dean."

For others, particularly those with substantial prior administrative experience, the seminars did not contribute to their knowledge. A few particular sessions were cited, but none with any frequency.

Several individuals mentioned the writing assignments as the "least valuable" aspect of the program. A few found the sessions on the roles of

national higher education associations of little value. On the other hand, Fellows interviewed at the 1991-92 closing seminar expressed enthusiasm for the association visits.

The Curriculum of the Seminars

The current study had its origins in concerns about the Fellows seminar curriculum. In addition to the several items on the questionnaire that address this issue directly, interviews (with current Fellows attending the closing 1991-92 and mid-year 1992-93 seminars and with Fellows in the classes included in the survey who attended the 1993 Annual Meeting) attempted to elicit more particular concerns. Interviewers inquired particularly about the effectiveness of the curriculum in dealing with diversity issues, particularly at the mid-year seminar at which this matter is addressed most directly.

The week-long seminars are packed and exhausting, with work often going on well into the evening. Since the program began, directors have struggled with the notion of how many of the myriad topics of potential importance to administrators to deal with directly in the seminars, in what format to address them, and how much time to allocate to each. There has been a consistent movement from a parade of speakers featured in sessions of an hour to an hour and a half each to varying the length of sessions and including such "hands-on" activities as case studies and simulations. Still the sense of crowdedness and inadequacy of time to address matters properly remains. This sense takes specific form in complaints about too many different voices and a rigidity of scheduling that does not permit completion of discussions on important matters or pausing to incorporate unplanned things.

On the other hand, removing any particular topic is likely to draw complaints that important issues are not being addressed. This reduction in the number of topics covered inevitably occurs as those organizing the program try to build more "breathing room" into the program by ending earlier in the afternoon and providing a free evening.

Fellows interviewed were equally divided between those who would like to see fewer topics covered in greater detail and those who appreciated the range of subjects covered. The division tended to be along the lines of amount of administrative experience, with those comparatively new to administration favoring the current wide range.

"Fellows are encouraged and generally do use their internships to learn more about those matters with which they are generally unacquainted and to further their knowledge of topics introduced at the seminars."

The sessions on budgeting and financial planning, now a feature of the opening seminar, continue to be uniformly well received. This response appears to be a function both of the felt need of Fellows for help in this area and the quality of the sessions. A number of Fellows expressed interest in devoting similar time and attention to fund raising.

Consistent with what is known about adult learning, the "hands-on" experiences, particularly the collective bargaining simulation, are especially popular. The Fellows also recall with appreciation the presentations made by particularly vivid personalities, frequently college and university presidents, who present interesting practical experience in such a way as to illustrate significant general ideas.

Because so many basic topics need to be covered in the seminars, the curriculum could not possibly create any kind of specific expertise. It is designed to acquaint Fellows with the range of issues they are likely to encounter as high-level administrators and to provide some knowledge, ideas and a few tools as a starting point for understanding specific institutional functions and situations. Fellows are encouraged and generally do use their internships to learn more about those matters with which they are generally unacquainted and to further their knowledge of topics introduced at the seminars.

Thus it is no surprise to find broadening of understanding as the goal most fully achieved in the eyes of all groups queried and interviewed—Fellows, Mentors, nominators—and the development of administrative skills least often cited. The curriculum is designed to create general awareness and broadened perspective, not specific skills.

Dealing with diversity issues in this context raises specific issues of the purpose of these sessions. Are they to expand individual sensitivities? Increase awareness of the issues involved? Enhance knowledge of regulations and legal constraints? Suggest specific leadership strategies for dealing with discrimination? Different seminar sessions specifically devoted to diversity issues each approach their particular topics in ways that are neither mutually consistent nor predictable. They may take the form of sensitivity sessions, consciousness raising lectures or expositions of federal regulation, depending on the presenter's particular "take" on the issue. Almost never do they focus on the ultimate purpose of the Fellows Program: how to exercise leadership.

Both the survey results and the Fellows interviewed at the 1992 mid-

year seminar have a wide range of responses to the handling of diversity issues. Most would agree that issues surrounding race and gender equity, the main focus of discussions of diversity, are well known to the Fellows before they even enter the program. Thus they would like presenters to assume some base of awareness and proceed from there.

The major disagreement is over how far to push the issues. Some Fellows object to activities whose overt purpose is to increase personal sensitivities to the issues involved; others find the activity acceptable but feel it goes too far; still others feel it does not go far enough. These opinions do not break down along race and gender lines but reflect personal beliefs and tolerances. Many Fellows feel that these sessions threaten group cohesiveness while others believe that such cohesiveness is false when strong personal feelings do not get expressed and resolved publicly. It seems more likely that dissatisfaction with the way the seminars deal with diversity issues is a reflection of this difference of opinion about appropriate group process than about the extent or inclusiveness of curricular attention to these issues.

Indeed, some Fellows suggested that the Fellows themselves deal with these issues best. The seminar sessions succeed in surfacing issues that can then be addressed in one-on-one informal discussions between Fellows, events that many reported having taken place. Furthermore, many Fellows expressed the sense that the substantial numbers of women and people of color in the program make it likely that all matters addressed in the seminars are filtered through lenses of race/ethnicity and gender.

What the Fellows Would Suggest for the Future

Fellows' open-ended responses were very brief and in many cases stemmed from anomalous individual experiences. Discussions with small groups of Fellows who were members of the classes included in the survey clarified and gave consistency to several matters. Those thoughts about areas of improvement that recurred with some frequency are listed according to the aspect of program activity to which they relate.

a. Program Goals

- Place more emphasis on development of "people skills:" personnel matters, small group leadership, team building. These matters should be addressed through "hands on" activities and Mentors should be

encouraged to find opportunities to develop these skills in the context of the internship.

- Put more emphasis on leadership aspects of institutional diversity. This point was stressed in Fellows' interviews at the 1992-93 mid-year seminar.
- Stress current issues and trends and the kind of leadership necessary to respond to them.

b. Seminars

- Increase diversity of points of view represented. Provide more speakers who are dissenters from mainstream ideas.
- Put more emphasis on the special character of different kinds of institutions. Fellows from two-year colleges made this point repeatedly.
- Add or expand sessions on:
  - fund raising
  - working with business and government
  - expanding the international focus of institutions
  - administration of curriculum
  - assessment and improvement of institutional quality
- Spend more time on the personal concerns of administrators: career development, dual career families, personal conflicts.
- Continue to update seminar content.
- Make speaker quality more consistent, particularly with regard to making sessions substantive.
- Include more "hands-on" experiences.
- Pay more attention to diversity; pay less attention to diversity.

c. The Campus Experience

- Be more selective in choice of Mentors. Quality of mentoring is more important than type of institution.
- Provide more support for Fellows in identifying Mentors.
- Be more directive in dealing with Mentors.

d. Support Following the Fellowship Year

- Provide preparation and support for Fellows returning to home institutions where their status is quite different from that of their Fellowship

year position. A full one-third of the Fellows found their experience not at all important as a credential at their home institutions.

- Provide an organized placement service.

e. Helping People of Color and Women

- Be more aggressive in soliciting nomination of candidates of color.
- Include in seminars presenters of color who are expert in matters other than diversity issues. Treat Fellows of color as having broad expertise.
- Promote minority-majority interaction in Fellows group.
- Give women and people of color a realistic picture of the career advancement problems they face.
- Continue emphasis on networking.

DISCUSSION AND CONCLUSIONS

"The problems people of color and women cite are likely to be much more subtle, sometimes perhaps perceptual, and to arise from unconscious behaviors of Mentors, campus colleagues and other Fellows."

All the available evidence leaves the impression of a program that is functioning well and achieving its goals to the general satisfaction of most of those directly involved. The Fellows' 80 percent "very positive" overall assessment, echoed in the high level of enthusiasm of all those interviewed, including severe critics, is strong evidence of general satisfaction. Perhaps even stronger is the Fellows' nearly unanimous indication (one negative) that they would recommend the program to others.

The program continues to achieve its goal of identifying promising higher education leaders; the number of Fellows achieving top administrative positions continues to mount and the great majority of Fellows make a full commitment to administration. Some Fellows, however, particularly women, find an overemphasis on the program as a bridge to high level administrative positions. They would put more stress on preparation for leadership in any campus role – administrative, faculty or staff – the Fellow may eventually occupy.

At least during the seven years studied, the program has had good success in recruiting women and people of color, bringing into the program numbers well above the percentages of these groups in the populations from which they were drawn. By and large, women and people of color report good Fellowship experiences, but in some areas their less enthusiastic responses and indications of flawed outcomes reveal the need for attention and action by program administrators. The difficulty is only occasionally overt racist or sexist behavior in situations it would be hard for the program's leadership to anticipate. The problems people of color and women cite are likely to be much more subtle, sometimes perhaps perceptual, and to arise from unconscious behaviors of Mentors, campus colleagues and other Fellows.

In the opinion of the great majority of Fellows and Mentors, the program continues to meet its specific objectives, as evidenced by the fact no question drew a negative response from a majority of respondents, with positive responses of more than 75 percent being the rule. Anecdotal evidence suggests that at least some part of the less enthusiastic responses may stem from unrealistic expectations about levels of learning and personal support.

Data suggest that some parts of the Fellows Program require attention.

a. Mentoring

While 73 percent of the Fellows have had good mentoring relationships, 27 percent have not. Given the centrality of the mentoring relationship to the success of each Fellow's experience, this proportion of less than satisfactory Mentor-Fellow pairings must be considered a problem. The fact that these difficulties are experienced disproportionately by host institution Fellows and by women must be considered significant.

Unsatisfactory mentoring experiences appear to stem from a host of causes: disparity between Fellow and Mentor understanding of the mentoring role, mismatch of personalities, lack of access to the Mentor (particularly a problem at large institutions), Mentors not committed to an active mentoring process, presidential assignment of the Fellow to a Mentor who has not been party to the agreement to mentor, lack of assertiveness by the Fellow, Fellow's insistence on spending year at a particular institution where there is no skilled Mentor, too high expectation by the Mentor of the Fellow's administrative knowledge, etc. All these reasons and more were cited by former Fellows in discussions with them.

These problems are recognized by the program administrators who try to anticipate them. Sometimes, however, they cannot be anticipated or the Fellow is unprepared to hear warnings or mistakes get made. The safest way to avoid them seems to be placing Fellows with experienced and successful Mentors or using as Mentors former Fellows who understand the process and the expectations.

b. Goal Achievement

The Fellows Program is clearly most successful in broadening the participants' perspectives: about the range of kinds of institutions, about the activities in which they engage and which command the attention of senior administrators, about varieties of administrative style, about the differences in people who make up the staffs and student bodies of colleges and universities, and about the large issues facing higher education. Confirmation appears in the high degree to which both Mentors and Fellows agree that related goals were met and the help Fellows believe they received in the "big picture" skills of leadership and management.

"Interpersonal skill development is more likely to be satisfactorily addressed on the campus through the conscious efforts of Mentors."

The program appears least successful in teaching specific management skills and interpersonal skills. With regard to the former, the Fellows' opinion that they got comparatively little help with such matters as writing administrative reports, financial management and budgeting, institutional advancement or strategic planning is not surprising, since the Fellows Program is not designed to do more than introduce these matters. The time available simply does permit enough work in these areas to develop these skills to a likely level of satisfaction.

Comparative difficulty with developing interpersonal skills is seen in lesser estimates of the help Fellows believe they received in such leadership and management matters as learning to build an effective team, strengthening "people skills," empowering others, working as part of a team and improving collaborative skills. Much of the uneasiness about diversity issues appears related to a need for more help in interpersonal skill building.

Fellows interviewed confirmed the survey results but questioned the degree to which interpersonal skill building could be accomplished in the context of the seminars, especially through talks and discussion. If those who design the program wish to work intentionally on these matters at all, it must be in the context of active learning exercises, particularly simulations. Interpersonal skill development is more likely to be satisfactorily addressed on the campus through the conscious efforts of Mentors.

Fellows find the program notably less successful in helping them develop an academic interest in higher education than in meeting any of the other objectives. The Mentors' perception that the two related goals are being well met may stem from their distance from the program and from the lack of significance of these issues in their relationships with their Fellows.

The radical difference between Fellows' and Mentors' perceptions that the program is successful in "identifying promising leaders in higher education" and to a lesser degree of difference, "preparing a diverse cadre of educators for leadership positions" is puzzling and deserves further exploration.

Satisfaction among the Fellows with the achievement of goals related to institutional differences and the development of skills for dealing with campus diversity is comparatively low. Respondents to

the survey questionnaire also assigned a lesser degree of importance to the latter goal for the future.

c. Selection Process

"Fellows and their nominators find the selection process effective and fair, though many...urge development of new strategies for increasing the number of minority Fellows identified."

Institutions nominate Fellows for a whole range of reasons, some of them at odds with the program's purposes. The greatest difficulties arise in those cases in which the nominating institution has no future role in mind for the Fellow that will utilize the abilities and awarenesses the Fellow develops during the program, yet does not expect the Fellow to leave the institution.

Fellows and their nominators find the selection process effective and fair, though many, including the Council of Fellows Task Force on the Infusion of Minority Perspectives, urge development of new strategies for increasing the number of minority Fellows identified. All agree that the program has done a good job of bringing the number of women participating up to appropriate levels.

The major perceived problem in the pre-fellowship stage is placement at host institutions. Fellows interviewed indicate that the process takes too long, although sometimes the Fellow creates some of the delay. Assignment of Fellows to an appropriate Mentor is still a somewhat chancy process, with a fourth of the Fellows reporting a less than good experience. The number of constraints on the choice of placement—finding an institution sufficiently close to the Fellow's home, the willingness of the institution to absorb the costs of having a Fellow, the willingness and ability of a high level administrator to mentor—make the task all the more difficult.

Many of the Fellows who took part in discussions and interviews would have liked more help than they feel they got. Several cited the desirability of a list of willing Mentors from which they might choose. They readily acknowledged, however, the limited usefulness of such a list, including the moderate chance that it would address any given prospective Fellow's needs and the possibility that presidents who would not agree to become Mentors as a general principle would agree to take on a mentee when offered the opportunity to work with a specific individual.

Other former Fellows were equally strong in their assertion that they would not have wanted more help. They felt that working through

the problem of identifying a fellowship institution and Mentor largely on their own was an important part of the experience.

d. Seminars

Fellows interviewed at the seminar and program alumni interviewed in small discussion groups indicated that the curriculum for the Fellows seminars is basically sound, if somewhat too crowded. Providing more breathing room or eliminating some topics to allow others to expand creates as many problems as these steps would solve. The choice of topics will inevitably vary from year to year as issues wax or wane in their importance to higher education. Speakers and facilitators are retained or changed as experience and the needs of the seminars dictate. Such adjustments are made in any such program and program directors have been alert to the need for such changes and made them.

The Fellows find those sessions that involve them actively preferable to those which involve their listening to a lecture with little opportunity for discussion at the end. The exception is talks by people of solid accomplishment who have lively personalities and relevant wisdom to impart.

Case studies and simulations, which provide not only active learning but an opportunity for the Fellows to learn from each other, are particularly well received. So are those sessions that help participants develop specific management skills of which many feel the lack, e.g., budgeting, planning, collective bargaining.

The seminars seem particularly helpful in developing general awarenesses and a sense of the broad and complex tapestry of higher education. They appear particularly helpful with learning to read the higher education environment. Even though Fellows found that goal less fully met than most others, they gave items related to it high ratings in the leadership development question.

The seminars seem less successful with helping Fellows develop specific managerial and interpersonal skills.

Opinions about the way in which diversity issues are handled defy generalization except to say that they range evenly across the continuums of strategy and sufficiency. Some argue for more attention to these matters, some for less. Some would put the major focus on personal attitude awareness, some on administrative strategies. Some

would pursue the matter of personal attitudes farther; others feel programs go too far. Some feel the group cannot maintain its bonds if raw feelings emerge; others feel unless Fellows work through their feelings no true bonding takes place.

Concerns about the appropriate attention to race and gender issues seem to focus on matters of how and how fully these personal attitudes should be addressed, not the amount of time and attention these matters are allotted. Indeed, time and attention to diversity issues seems to have increased in the past three or four years. Some now believe the problem of dealing with this issue lies in treating it as a matter separable from and equivalent to other administrative issues rather than a part of virtually all those issues.

"Concerns about the appropriate attention to race and gender issues seem to focus on matters of how and how fully these personal attitudes should be addressed, not the amount of time and attention these matters are allotted."

Time available permits a sense of full coverage of very few topics. The seminar curriculum appears designed to get ideas and issues on the table and key administrative skills introduced. Programs leaders expect that the Fellows will then pursue those issues of significance to them on their own, either among themselves during the Fellows seminars and regional seminars or with their colleagues and Mentors on campus. This strategy reflects the concept of the fellowship year as a time of study and each class of Fellows as a learning community.

e. Mentoring

While the majority of Fellows have a good mentoring experience, it is uneven or poor for 27 percent. Those for whom the experience is less than good are disproportionately women and Fellows of color.

The number of large disparities between Mentor perceptions of the program and those of Fellows suggest that the Mentors may be more removed from what actually goes on in the program than is desirable. Anecdotal descriptions of their mentoring relationships by Fellows suggest that a number of Mentors either do not have a clear idea of the role they are expected to take or, despite their best intentions, cannot find the time to fulfill the role. Others are not sensitive to the difficulties that confront Fellows in establishing legitimacy at their host institutions.

Many of these problems are difficult to anticipate in the matchmaking process. Others arise because constraints on the choice of a host institution make necessary the selection of a Mentor about

whose suitability for the role there is no knowledge.

Survey results reveal general satisfaction with home institution fellowships greater than that for host fellowships. In particular, mentoring relationships are more predictable in the home situation and produce less dissappointment. The Fellow knows the institution and is well known to most of those with whom he or she is to work, so that little time is lost trying to read the environment or establish personal credibility. Under these circumstances it is possible to begin quickly on some specific projects for the year. If the home Fellowship is being served at a large institution, the experience may well be closely akin to going to a host institution, since the Fellow is encountering many new people and circumstances.

On the other hand, the experience of making one's way at a new institution is of enormous value to a future administrator, as is encountering and understanding a new institutional culture. Many feel that the struggle of coming to terms with an unfamiliar place, forming a productive relationship with a previously unknown Mentor, and establishing personal credibility is at the core of the learning experience of the fellowship year.

The predominance of the latter set of considerations over the former is suggested by the fact that about 40 percent of the home or host/home institution Fellows responding to the questionnaire wished they had had a host fellowship. Senior administrators who have been close to the program have been unanimous from its beginning that Fellows should spend their year at another institution if at all possible.

These conflicting clusters of data can probably be resolved by considering that if the risks of a host fellowship are great, so are the rewards. Home fellowships work out better on average because they are more predictable, but that is precisely their disadvantage in the eyes of many. When host fellowships go wrong they are likely to affect the whole experience negatively.

f. Concerns of People of Color and Women

People of color and women are somewhat less enthusiastic about the program. Women have more mentoring problems. People of color see their treatment as less than entirely fair and even-handed. They more frequently find goals related to diversity less than fully met.

Both groups are much more likely than their white and/or male counterparts to encounter problems that limit their participation in the program. Descriptions of specific problems and their still strong, if lesser, positive response to the program suggest that the problems are not pervasive and do not destroy the basic value of the program for women and Fellows of color. Addressing the problems actively will take some patient teasing out of the matters that create concern, accompanied by a lot of good will by all the parties involved.

AREAS FOR FURTHER ATTENTION

On the basis of these conclusions, the following ideas have been gleaned as suggestions for attention by program staff. They should be explored with various groups involved with the Fellows Program.

The survey results point to two areas that require attention. One is the matter of mentoring. Finding good Fellow-Mentor matches admittedly is quite difficult, especially given constraints of geography, institutional type, expense to host institutions, and willingness of an appropriate Mentor to take on the task. While it is recognized that much thought and negotiation now go into the placement process, program directors may improve results by taking the following steps:

1. Continue to seek additional funds to cover the expense that precludes some institutions from hosting Fellows.
2. The *Handbook for Fellows and Mentors*, produced in 1990, should provide Mentors with detailed guidelines for fulfilling their responsibility. Yet more extended efforts may be necessary, such as developing written materials suggesting strategies to employ when the Mentor relationship is not working well. Getting the newly selected Fellows together to work on the process of institution and Mentor selection may, if budgetarily feasible, be a better strategy than dealing with Fellows by telephone. General issues can often be explored in greater depth and a more nuanced way in group discussion than in a series of individual ones in which all relevant issues do not necessarily arise.

   Program leaders can devise exercises to be used in such a setting that will get Fellows-to-be to focus on the important issues in choosing a fellowship institution and help each other to explore them. Time can also be allocated during the group meeting for individual conferences.
3. Maintain systematic contact with the Mentors. Telephone calls at regular intervals may be advisable. Bringing the Mentors together to discuss their role would probably be useful, but considerations of expense, logistics and likelihood of a substantial number appearing make this strategy unpromising. A compromise might be a teleconference for new Mentors with experienced ones as speakers and discussion leaders.
4. Write to Mentors at regular intervals, centering the communication on particular program goals that should be addressed through the Mentor-Fellow relationship. Mentors might be especially encouraged to work

on team-building and interpersonal skills. Fellows, especially men, indicated a need to improve in these areas, a task which could be addressed in a mentoring relationship.

5. Continue to alert Fellows to the need for keeping their Mentors informed of what is going on in the seminars and the regional meetings. Mentors need a clear awareness of what Fellows are experiencing in other aspects of the fellowship.

"Many Fellows thought it important to keep the presentations directed to leadership strategies...Other Fellows, however, felt strongly that the seminars should provide specific occasion for discussions of personal feelings about race and gender issues."

The concerns of people of color and women likewise require further attention. Recommended steps include:

6. Increase the care exercised in assigning people of color and women to institutions and Mentors. Be willing to intervene quickly when problems are brought to the program staff's attention. Fellows need to take responsibility in alerting staff.
7. During the seminars, involve more people of color in making presentations on other than minority-related issues.
8. Develop a more focused approach to the way in which diversity issues are to be approached. Many Fellows thought it important to keep the presentations directed to leadership strategies for addressing the issues being raised by women, people of color, persons with handicaps and gays and lesbians. Suggestions for accomplishing this goal included more discussion by presenters concerning the necessary components of an institutional plan and description of strategies that have worked in particular institutional settings. Some thought that exploring diversity issues in terms of their own campuses should be an assignment for all Fellows.

   Other Fellows, however, felt strongly that the seminars should provide specific occasion for discussions of personal feelings about race and gender issues, allowing sessions to proceed to the point where such forthright expression can take place and be worked through to as much resolution as possible. Developing skills to address these issues directly is important for academic leaders and also is significant in enhancing relationships within the Fellows group.

   In either event, base presentations and discussions on the assumption that Fellows know the basic issues. Part of the problem now being experienced arises from starting the discussion at too basic a level and

then running out of time for meaningful discussion. Session presenters and facilitators need to have specific direction about the level at which the problem is to be addressed and the focus of the session.

9. Continue to stress identification of minority and women candidates for the program. Several of the suggestions of the Task Force on Minority Infusion seem plausible, particularly expanding the types of positions from which candidates for the Fellows Program are considered. Evidence of a move in that direction is apparent in recent Fellows' classes.
10. Continue to pursue the recommendation of the Task Force on Minority Infusion to urge white Fellows to do their internships at historically black colleges and universities or campuses where people of color predominate. As the Task Force suggested, mini-internships on such campuses may also be useful.

"Concerns about the experience of people of color and women and about mentoring were the only consistent themes raised relative to future program adjustment."

Concerns about the experience of people of color and women and about mentoring were the only consistent themes raised relative to future program adjustment. However, other matters arose that merit additional attention:

11. Try to make nominators aware of the difficulties that arise from failing to make use of their Fellow's new knowledge and skills when the fellowship year is over. The reason for the candidate's nomination, even if it can be accurately known, should not be a selection criterion, but nominators ought to be aware of the problems for Fellows (and their institutions if they expect returned Fellows to stay there) of reentry to a role that does not utilize their talents.
12. Continue to seek ways to introduce more hands-on, active learning experiences in the seminars. Fellows are adult learners and exhibit all their characteristics and preferences.
13. Reconsider the strong emphasis on a host campus fellowship. The data emerging from the survey suggest several advantages to the home campus fellowship.
14. Continue efforts to expand the number of Fellows from two-year institutions and to address the problems of those colleges more fully in the program curriculum.
15. Explore new ways to make Fellows' involvement in higher education

as a field of study attractive and an integral part of the program. Allowing a fellowship paper that analyzes a specific problem, proposes a detailed solution and justifies the choice of strategies may be more appropriate and attractive than a potentially publishable essay.

16. Experiment with the possibilities of spending more time on fewer topics in the Fellows seminars by organizing one of the seminars, perhaps the mid-year one, in this way. At least half the Fellows would appreciate an agenda that did not require rushing from topic to topic with inadequate time for discussion or for completing active learning tasks. At least allow opportunity to take advantage of unplanned events.
17. Consider using fewer different people as faculty for the seminar. The continuous change of faces and approaches somewhat vitiates the educational impact of the seminars as Fellows work to adjust to a new person every 2 hours. Many people can do a good job with several different topics. It might be useful to have the majority of sessions presented and led by program staff rather than a series of guest speakers who come, make their contribution and leave.
18. Consider further analysis of the data collected but not fully analyzed. Time did not permit exploration of all the issues the data suggest. The questionnaire responses constitute a wealth of material that should not be wasted.

ADDITIONAL DATA

Table 1:
Response Rate by Class Year
(N=147)

Year	# responding	% responding
1984-85	20	65 %
1985-86	20	65 %
1986-87	17	59 %
1987-88	24	77 %
1988-89	19	70 %
1989-90	23	79 %
1990-91	24	80 %

Table 2:
Age During Fellowship Year
(N=144)

Age	Frequency
31	1
36	3
37	9
38	10
39	11
40	11
41	9
42	18
43	15
44	11
45	9
46	10
47	4
48	5
49	5
50	6
51	3
52	2
54	2

Table 3-A:
Overall Assessment by Race/Ethnicity
(N=146)

Response	Caucasian	Minorities
Somewhat negative	2 %	0
Somewhat positive	17 %	25 %
Very positive	81 %	75 %

Table 3-B:
Overall Assessment by Gender
(N=144)

Response	Male	Female
Somewhat negative	1 %	1 %
Somewhat positive	13 %	25 %
Very positive	86 %	74 %

Table 3-C: Overall Assessment by Year of Fellowship

(N=147)

Response	1984-85 (N=20)	1985-86 (N=20)	1986-87 (N=17)	1987-88 (N=24)	1988-89 (N=19)	1989-90 (N=23)	1990-91 (N=24)
Somewhat negative	0	5 %	6 %	0	0	0	0
Somewhat positive	20 %	25 %	18 %	35 %	11 %	13 %	8 %
Very positive	80 %	70 %	76 %	65 %	89 %	87 %	92 %

Table 3-D: Overall Assessment by Age During Fellowship Year

(N=147)

Response	31-40 years old (N=45)	41-50 years old (N=92)	51-60 years old (N=7)
Somewhat negative	4 %	0	0
Somewhat positive	22 %	16 %	14 %
Very positive	73 %	84 %	86 %

Table 3-E: Overall Assessment by Type of Home Institution

(N=132)

Type of Institution	N=	Somewhat Negative	Somewhat Positive	Very Positive
Doctoral	48	2 %	11 %	88 %
Comprehensive	53	2 %	23 %	75 %
Baccalaureate	15	0	27 %	73 %
2-year	11	0	27 %	73 %
Specialized	5	0	0	100 %

Table 3-F: Overall Assessment by Type of Fellowship Institution

Type of Institution	N=	Somewhat Negative	Somewhat Positive	Very Positive
Doctoral	63	3%	17 %	79 %
Comprehensive	46	0	22 %	78 %
Baccalaureate	13	0	15 %	85 %
2-year	4	0	25 %	75 %
Specialized	1	0	0	100 %

Table 3-G: Overall Assessment by Locus of Fellowship

Response	Home (N=23)	Host (N=109)	Home/Host (N=14)
Somewhat negative	0	2 %	0
Somewhat positive	13 %	21 %	7 %
Very positive	87 %	77 %	93 %

Table 4: Value of Different Components of the Program

Component	N=	Not At All	Somewhat	Extremely
Campus Experience	144	2 %	17 %	81 %
Fellows Seminars	146	1 %	27 %	71 %
Regional Seminars	144	3 %	32 %	65 %
Visiting Other Campuses	143	3 %	27 %	70 %
Fellowship Paper	143	40 %	45 %	15 %
Learning Contract	145	27 %	60 %	13 %
Quarterly Reports	144	31 %	56 %	14 %
Time to Read and Reflect	143	4 %	30 %	66 %
Interaction with Mentor	146	5 %	27 %	68 %
Interaction with Fellows	146	0	14 %	86 %
Becoming Part of Network	144	6 %	27 %	67 %
Other	39	0	18 %	82 %

Table 5: Success of the Program in Meeting Its Own Goals / Importance of Those Goals for the Future

Objective	Yes–Met Goal	Yes–Goal is Important	Somewhat–Met Goal	Somewhat–Goal is Important	No–Did Not Meet Goal	No–Goal is Not Important
Identify promising leaders in higher education	59 %	87 %	41 %	13 %	1 %	0
Prepare a diverse cadre of educators for leadership skills & abilities	72 %	93 %	25 %	7 %	3 %	0
Help Fellows strengthen their leadership skills & abilities	67 %	89 %	64 %	77 %	2 %	0
Help Fellows develop breadth of vision	72 %	92 %	27 %	8 %	1 %	0
Help Fellows understand issues & trends in higher education	83 %	90 %	17 %	10 %	0	0
Help Fellows understand external forces affecting higher education	57 %	88 %	41 %	12 %	2 %	0
Help Fellows understand higher education's challenges & potential solutions	49 %	82 %	49 %	18 %	3 %	0
Help Fellows understand higher education as a discipline	18 %	26 %	51 %	52 %	32 %	22 %
Encourage Fellows to write about higher education	3 %	13 %	58 %	67 %	38 %	20 %
Have Fellows understand the diversity among higher education institutions	68 %	78 %	31 %	20 %	1 %	1 %
Help Fellows explore *institutional responses* to the challenges of our pluralistic society	33 %	72 %	59 %	27 %	8 %	1 %
Help Fellows understand the dynamics of effective leadership & institutional change	54 %	84 %	41 %	15 %	5 %	1 %
Help Fellows understand the management of higher education	55 %	79 %	42 %	19 %	3 %	2 %
Enable Fellows to learn from each other & from established leaders	79 %	87 %	20 %	12 %	1 %	1 %
Help Fellows establish a national network	65 %	71 %	32 %	27 %	3 %	2 %

Table 6: Success of Program in Preparing Fellows for Leadership Roles

Elements of Leadership	A Lot	Some-what	Not At All	No Need To Develop
Stimulating my creativity & intellectual curiosity	44 %	44 %	2 %	10 %
Increasing my ability to define a mission & set priorities	25 %	63 %	5 %	8 %
Helping me communicate a sense of direction	22 %	63 %	11 %	5 %
Helping me understand the national & global context of higher education	63 %	32 %	3 %	2 %
Increasing my ability to read the environment–through listening, watching, asking questions...	42 %	50 %	6 %	3 %
Being able to solicit feedback & encourage dissonant points of view	24 %	53 %	18 %	5 %
Making my goals & convictions understandable to others	21 %	57 %	13 %	9 %
Communicating effectively, orally & in writing	16 %	53 %	14 %	16 %
Learning how to build & manage an effective team	18 %	47 %	30 %	5 %
Strengthening my "people skills"–hiring, supervising, motivating, resolving conflicts...	16 %	48 %	27 %	9 %
Increasing my openness to new experiences	47 %	35 %	3 %	15 %
Providing me with information about my leadership style	37 %	46 %	13 %	4 %
Helping me clarify my personal value system	33 %	40 %	15 %	12 %
Increasing my self-confidence	42 %	41 %	12 %	4 %
Understanding ways to affect change in complex institutions	23 %	68 %	8 %	1 %
Learning how to develop consensus among diverse constituencies	16 %	59 %	21 %	4 %
Empowering others	12 %	57 %	26 %	6 %
Building a learning community	9 %	54 %	34 %	4 %

Table 7: Success of Program in Improving Fellows' Management and Administrative Capabilities

Elements of Leadership	A Lot	Some-what	Not At All	No Need To Develop
Stimulating my creativity & intellectual curiosity	44 %	44 %	2 %	10 %
Strategic planning	39 %	52 %	6 %	2 %
Identifying data needed to make administrative decisions; "asking the right questions"	25 %	66 %	3 %	6 %
Researching, analyzing & writing administrative reports	9 %	46 %	31 %	14 %
Preparing & recommending management actions	10 %	64 %	22 %	4 %
Making administrative decisions; problem solving	22 %	60 %	12 %	6 %
Financial management & budgeting	37 %	51 %	11 %	1 %
Development & institutional advancement	17 %	50 %	32 %	1 %
Giving & receiving feedback	15 %	59 %	21 %	6 %
Working as part of a team	30 %	49 %	10 %	11 %
Personnel; human resource management	10 %	52 %	32 %	5 %
Managing a diverse work force & student body	12 %	49 %	34 %	5 %
Understanding & applying equal opportunity principles/laws	14 %	46 %	31 %	9 %
Developing leadership skills in subordinates	10 %	46 %	39 %	5 %
Improving my collaborative skills with administrative peers	32 %	55 %	8 %	6 %
Conflict resolution	16 %	62 %	20 %	2 %
Collective bargaining	17 %	57 %	21 %	5 %

Table 8-A: Limits on Value of Experience Because of Gender

(N=138)

Response	Male	Female
No	92 %	74 %
Yes	8 %	26 %

Table 8-B: Limits on Value of Experience Because of Race/Ethnicity

(N=140)

Response	Caucasian (N=117)	Minorities (N=23)
No	87 %	66 %
Yes	13 %	34 %

Table 9-A: Assessment of Quality of Mentoring
(N=146)

Response	% of Respondents
Poor	11 %
Adequate/Uneven	16 %
Good	19 %
Very good	25 %
Exceptionally high	30 %

Table 9-B: Assessment of Quality of Mentoring by Gender (N=144)

Response	Male	Female
Poor	6 %	17 %
Adequate/Uneven	17 %	14 %
Good	21 %	15 %
Very good	24 %	26 %
Exceptionally high	32 %	29 %

Table 9-C: Assessment of Quality of Mentoring by Race/Ethnicity
(N=145)

Response	Caucasian (N=118)	Minorities (N=27)
Poor	10 %	15 %
Adequate/Uneven	16 %	15 %
Good	17 %	26 %
Very good	25 %	19 %
Exceptionally high	31 %	26 %

Table 9-D: Assessment of Quality of Mentoring by Locus of Fellowship
(N=146)

Response	Home (N=23)	Host (N=109)	Home/Host (N=14)
Poor	4 %	12 %	14 %
Adequate/Uneven	22 %	14 %	21 %
Good	26 %	17 %	14 %
Very good	9 %	28 %	21 %
Exceptionally high	39 %	28 %	29 %

Table 10-A: Assessment of Quality of Program Administration

Qualities of Program Administration	Excellent	Good	Needs Improvement	Don't Know / Not Applicable
Getting the word out about the program	21 %	61 %	19 %	0
Having a fair, professional selection process	49 %	44 %	2 %	4 %
Helping you locate an appropriate institution	12 %	38 %	37 %	12 %
Helping you identify an appropriate mentor	12 %	40 %	39 %	9 %
Treating Fellows fairly & even-handedly	40 %	42 %	17 %	1 %
Communicating with you as a Fellow	43 %	47 %	10 %	0
Communicating with your mentor	12 %	39 %	29 %	20 %
Communicating with your nominator	8 %	33 %	26 %	33 %
Helping maximize your Fellowship by solving problems & providing advice	21 %	50 %	20 %	9 %
Designing & implementing an effective seminar curriculum	29 %	46 %	22 %	3 %
Having a structure/pace that balanced time on campus with Fellows' seminars	39 %	55 %	6 %	0
Having a good mix of "hands on" & theoretical learning	35 %	50 %	15 %	0

Table 10-B: Assessment of Quality of Program Administration by Gender

Qualities of Program Administration	Excellent Male	Excellent Female	Good Male	Good Female	Needs Improvement Male	Needs Improvement Female	Don't Know–N/A Male	Don't Know–N/A Female
Getting the word out about the program	14 %	29 %	68 %	52 %	18 %	20 %	0	0
Having a fair, professional selection process	44 %	55 %	48 %	41 %	4 %	0	4 %	4 %
Helping you locate an appropriate institution	12 %	14 %	45 %	30 %	36 %	38 %	8 %	18 %
Helping you identify an appropriate mentor	9 %	15 %	45 %	33 %	40 %	39 %	6 %	12 %
Treating Fellows fairly & even-handedly	44 %	36 %	42 %	41 %	13 %	21 %	1 %	2 %
Communicating with you as a Fellow	45 %	42 %	45 %	51 %	10 %	8 %	0	0
Communicating with your mentor	13 %	11 %	38 %	39 %	29 %	28 %	19 %	21 %
Communicating with your nominator	5 %	11 %	30 %	37 %	29 %	23 %	35 %	29 %
Helping maximize your Fellowship by solving problems & providing advice	15 %	27 %	58 %	41 %	15 %	26 %	12 %	6 %
Designing & implementing an effective seminar curriculum	28 %	30 %	47 %	44 %	19 %	26 %	5 %	0
Having a structure/pace that balanced time on campus with Fellows' seminars	43 %	35 %	52 %	58 %	5 %	8 %	0	0
Having a good mix of "hands on" & theoretical learning	35 %	35 %	53 %	45 %	12 %	20 %	0	0

Table 10-C: Assessment of Quality of Program Administration by Race/Ethnicity

Qualities of Program Administration	Excellent Caucasians	Excellent Minorities	Good Caucasians	Good Minorities	Needs Improvement Caucasians	Needs Improvement Minorities	Don't Know–N/A Caucasians	Don't Know–N/A Minorities
Getting the word out about the program	20 %	26 %	60 %	63 %	20 %	11 %	0	0
Having a fair, professional selection process	50 %	48 %	44 %	44 %	3 %	0	3 %	8 %
Helping you locate an appropriate institution	10 %	22 %	36 %	44 %	40 %	26 %	14 %	8 %
Helping you identify an appropriate mentor	10 %	19 %	40 %	37 %	40 %	37 %	10 %	7 %
Treating Fellows fairly & even-handedly	41 %	37 %	43 %	41 %	15 %	19 %	1 %	4 %
Communicating with you as a Fellow	41 %	48 %	47 %	48 %	11 %	4 %	0	0
Communicating with your mentor	10 %	19 %	37 %	44 %	33 %	15 %	20 %	22 %
Communicating with your nominator	7 %	11 %	22 %	37 %	38 %	19 %	23 %	26 %
Helping maximize your Fellowship by solving problems & providing advice	27 %	37 %	47 %	41 %	23 %	19 %	3 %	4 %
Designing & implementing an effective seminar curriculum	27 %	37 %	47 %	41 %	23 %	19 %	3 %	4 %
Having a structure/pace that balanced time on campus with Fellows' seminars	39 %	41 %	54 %	56 %	7 %	4 %	0	0
Having a good mix of "hands on" & theoretical learning	33 %	44 %	53 %	37 %	15 %	19 %	0	0

Table 11-A: How Well Program Addressed Concerns of Race/Gender Groups by Race/Ethnicity

(Percentage of Respondents Who Gave Each Opinion)

Opinion	Male Fellows of Color	Female Fellows of Color	Caucasian Male Fellows	Caucasian Female Fellows
Caucasian Concerns Addressed Very Well	60%	61%	45%	54%
Minority Concerns Addressed Very Well	26%	26%	78%	77%
Caucasian Concerns Addressed Somewhat	37%	37%	38%	42%
Minority Concerns Addressed Somewhat	59%	69%	13%	23%
Caucasian Concerns Addressed Not At All	3%	3%	17%	4%
Minority Concerns Addressed Not At All	11%	5%	9%	0

Table 11-B: How Well Program Addressed Concerns of Race/Gender Groups by Gender

(Percentage of Respondents Who Gave Each Opinion)

Opinion	Male Fellows of Color	Female Fellows of Color	Caucasian Male Fellows	Caucasian Female Fellows
Male Concerns Addressed Very Well	47%	56%	42%	62%
Female Concerns Addressed Very Well	59%	52%	62%	56%
Male Concerns Addressed Somewhat	50%	44%	34%	37%
Female Concerns Addressed Somewhat	32%	38%	33%	38%
Male Concerns Addressed Not At All	3%	0	24%	2%
Female Concerns Addressed Not At All	9%	10%	3%	5%

APPENDIX 1

Objectives of the ACE Fellows Program

Identify promising leaders in higher education

Prepare a diverse cadre of educators for leadership positions

Help Fellows strengthen their leadership skills and abilities

Help Fellows develop breadth of vision

Help Fellows understand issues and trends in higher education

Help Fellows understand external forces affecting higher education

Help Fellows understand higher education's challenges and potential solutions

Help Fellows understand higher education as a discipline

Encourage Fellows to write about higher education

Have Fellows understand the diversity among higher education institutions

Help Fellows explore institutional responses to the challenges of our pluralistic society

Help Fellows understand the dynamics of effective leadership and institutional change

Help Fellows understand the management of higher education

Enable Fellows to learn from each other and from established leaders

Help Fellows establish a national network

APPENDIX 2

Fellows' Questionnaire

American Council on Education
Fellows' Questionnaire
ACE Fellows Program

Part A—Background

1. During what academic year were you an ACE Fellow? *Check one.*
   ___ 1984-85 ___ 1986-87 ___ 1988-89 ___ 1990-91
   ___ 1985-86 ___ 1987-88 ___ 1989-90

2. What type of Fellowship did you have? *Check one.*
   1___ *Home*—Spent entire year at home institution
   2___ *Host*—Spent entire year at host institution(s)
   3___ *Home/Host*—Spent part of year at home institution & part at host institution

3. In what year were you born? 19 ___

4. How old were you during your Fellowship year? _____ years

5. What is your race/ethnicity? *Please check one.*
   1___ African-American (non-Hispanic) 4___ Caucasian (non-Hispanic)
   2___ American Indian or Native Alaskan 5___ Hispanic/Latino
   3___ Asian-American or Pacific Islander 6___ Other _____

6. What is your religious preference? *Please check one.*
   1___ Roman Catholic 3___ Jewish
   2___ Protestant 4___ Other *Specify:* _____

7. *Please check one.* 1___ Male 2___ Female

8. Please tell us about your marital status. *Circle one in each column.*

During Fellowship year	***Currently***	
1	1	Never married
2	2	Never married, member of religious order
3	3	Married
4	4	Separated or divorced
5	5	Spouse deceased
6	6	Committed partner

9. How did you come to learn about the ACE Fellows Program? *Check all that apply.*
   ___ My supervisor or president
   ___ Another campus colleague
   ___ A Fellow or former Fellow
   ___ When I visited One Dupont Circle
   ___ ACE brochures, flyers, etc.
   ___ ACE offices or networks (e.g., NIP, OMHE)
   ___ Ad in *The Chronicle of Higher Education*
   ___ Ad in *Black Issues in Higher Education*
   ___ Ad in *Community College Week* or *Community College Times*
   ___ Do not recall
   ___ Other *Specify:* _____

10. From whom did you first learn of the ACE Fellows Program? *Check all that apply.*
    - ___ Do not recall person (or not applicable)
    - ___ Someone of the *same race/ethnicity*
    - ___ Someone of a *different race/ethnicity*
    - ___ Someone of the *same sex*
    - ___ Someone of the *opposite sex*

11. Did you explore other options before applying to the ACE Fellows Program?
    - 1___ No
    - 2___ Yes, I also considered the following program(s) *Please specify:* _____
      _____

12. Have you participated in any of the following leadership programs? *Check all that apply.*

	Yes, I participated in this program...	
	Before *I was an ACE Fellow*	***After*** *I was an ACE Fellow*
ACE Department Leadership Program	___	___
ACE National Identification Program (ACE/NIP) for the Advancement of Women	___	___
ACE National Forum for Women	___	___
College Management Program (CMP), Carnegie Mellon University	___	___
Executive Training Seminar (National Community College Hispanic Council)	___	___
Harvard Institute for Educational Management (IEM)	___	___
Harvard Management Development Program (MDP)	___	___
HERS/Mid-America, Summer Institute for Women in Higher Education Administration (Bryn Mawr College)	___	___
Kellogg National Fellowship Program	___	___
National Institute for Leadership Development (AAWCJC)	___	___
Professional Administrators' Development Institute (PADI) (AACJC)	___	___
White House Fellows Program	___	___
Other *Specify:* _____	___	___

13. What is the **primary reason** you applied to the ACE Fellows Program? *Check one.*
    - ___ I wanted to change higher education
    - ___ I wanted to be a leader in higher education
    - ___ I wanted to have more influence at my institution
    - ___ I wanted to be a college president or vice president
    - ___ I wanted to make a higher salary
    - ___ I liked administration & wanted to move ahead quickly
    - ___ I wanted to see if I liked administration
    - ___ I wanted to grow; my position was no longer challenging
    - ___ I was ready for a change; I was bored or unhappy in my job
    - ___ Personal or family reasons played an important role
    - ___ My supervisor or a senior administrator advised me to apply
    - ___ A colleague or former Fellow urged me to apply
    - ___ Other *Specify:* _____

PART B—YOUR EDUCATION & EMPLOYMENT

1. What is the highest academic degree you ever earned? *Check one.*
   - 1___ Ph.D.
   - 2___ Ed.D.
   - 3___ J.D.
   - 4___ M.D.
   - 5___ Other (e.g., BA, MA, MBA) *Specify:* _____

2. In what academic discipline do you have your highest degree? *Check one.*
   - 1___ Humanities
   - 2___ Physical/natural sciences
   - 3___ Education
   - 4___ Social sciences
   - 5___ Other *Specify:* _____

3. Prior to your Fellowship year, please indicate the number of years you had been:
   Employed in higher education _____ years
   A full-time faculty member _____ years

4. Have you ever held a tenured faculty position? *Check one.*
   - 1___ No, I have never held a tenured faculty position
   - 2___ Yes, I received tenure *before* my Fellowship year
   - 3___ Yes, I received tenure *after* my Fellowship year

5. How much administrative experience did you have prior to your Fellowship year? *Check one.*
   - 1___ None
   - 2___ Some, but not a great deal (the *equivalent of* full time for two years or less)
   - 3___ Quite a bit (the *equivalent of* full time for 2-4 years)
   - 4___ Substantial (the *equivalent of* full time for 4 years or more)

6. How would you describe your position at **the time you were selected as a Fellow**? *Check one.*
   - 1___ Full-time faculty, no administrative responsibilities
   - 2___ Full-time faculty & department chair (or similar position)
   - 3___ Part-time faculty/part-time administration (e.g., major division head or assistant/associate dean *with teaching responsibilities*)
   - 4___ Full-time administration (including full-time "acting" position)
   - 5___ Other (e.g., research associate, graduate student) *Specify:* _____

7. What is the highest position **you have ever held** (including in an "acting" capacity)? *Check one.*
   - 1___ Chief executive officer—president or chancellor
   - 2___ Vice president or provost
   - 3___ Associate/assistant vice president or provost
   - 4___ Dean
   - 5___ Associate/assistant dean
   - 6___ Department chair or head
   - 7___ Faculty member
   - 8___ Other *Specify:* _____

8. Please tell us the names and states of your institutions.
   When selected to be a Fellow:_____ State: ___
   During the Fellowship year: _____ State: ___
   Currently: _____ State: ___

9. What is your current title? _____

10. How would you describe your **current position**? *Check one.*
    1___ Full-time faculty, no administrative responsibilities
    2___ Full-time faculty & department chair (or similar position)
    3___ Part-time faculty/part-time administration (e.g., major division head or assistant/associate dean *with teaching responsibilities*)
    4___ Full-time administration (including full-time acting position)
    5___ Other *Specify:* _____

11. If you currently have administrative responsibilities, which category best describes your position? *Check one.*
    1___ *Not applicable*—I do not have administrative responsibilities
    2___ *Executive*—chief executive officer or executive vice president, etc.
    3___ *Academic*—chief academic officer, provost, dean, associate or assistant dean, department chair, etc.
    4___ *Administrative*—business, financial, personnel or administrative officer, general counsel, etc.
    5___ *External affairs*—development, public relations, communications or governmental relations officer, etc.
    6___ *Student services*—student affairs officer, dean of students or admissions, etc.
    7___ *Other Specify:* _____

12. If you have *not* moved into full-time administration, please indicate why. *Check one.*
    1___ Not applicable—I have moved into full-time administration
    2___ I have not yet been successful in my efforts to obtain such a position
    3___ I have not searched for such a position, but plan to do so in the future
    4___ I decided not to pursue a career in administration at present
    5___ Other *Specify:* _____

13. Do you currently serve on any boards of directors? *Check all that apply.*
    ___ Local or state school board(s) for elementary and secondary schools
    ___ College or university board(s)
    ___ Other educational organization board(s)
    ___ Health-related board(s)
    ___ Governmental board(s), either elected or appointed
    ___ Religious or church/synagogue-related board(s)
    ___ Other community service board(s)
    ___ Corporate board(s)
    ___ Foundation board(s)
    ___ Other *Specify:* _____

14. What is your ultimate career goal in higher education? *Check one.*
    1___ Chief executive officer—president or chancellor
    2___ Vice president or provost
    3___ Associate/assistant vice president or provost
    4___ Dean
    5___ Associate/assistant dean
    6___ Department chair or head
    7___ Faculty member
    8___ Other *Specify:* _____
    9___ Not applicable—I plan to move (or have already moved) out of higher education

Part C—Looking Back on Your Fellowship Year

Overall...

1. What is your overall assessment of your experiences with the ACE Fellows Program? *Check one.*

   1___ Negative
   2___ Somewhat negative
   3___ Somewhat positive
   4___ Very positive

2. In retrospect, how valuable were the following components of the ACE Fellows Program to you? *Circle one in each line.*

	Extremely	Somewhat	Not at all
The home/host campus experience	3	2	1
Fellows' seminars	3	2	1
Regional seminars	3	2	1
Visiting other campuses	3	2	1
Developing & writing my Fellowship paper	3	2	1
Developing & revising my learning contract	3	2	1
Writing my quarterly reports	3	2	1
Having time to read & reflect	3	2	1
Interacting with my mentor(s)	3	2	1
Interacting with other Fellows in my class	3	2	1
Becoming part of the network of Fellows	3	2	1
Other components (e.g., mini-host experience) *Specify:* _____	3	2	1

3. Following are some of the objectives of the ACE Fellows Program.
We are asking you two separate questions about each objective: "Was this objective met for your Fellowship year?" *and* "How important is this objective for the ACE Fellows Program in the future?"
Please answer both questions for each objective.

	Was this objective met for your Fellowship year?			***How important is this objective for the ACE Fellows Program in the future?***		
	Yes	Somewhat	No	Extremely	Somewhat	Not very
Identify promising leaders in higher education	3	2	1	3	2	1
Prepare a diverse cadre of educators for leadership positions	3	2	1	3	2	1
Help Fellows strengthen their leadership skills & abilities	3	2	1	3	2	1
Help Fellows develop breadth of vision	3	2	1	3	2	1
Help Fellows understand issues & trends in higher education	3	2	1	3	2	1
Help Fellows understand external forces affecting higher education	3	2	1	3	2	1
Help Fellows understand higher education's challenges & potential solutions	3	2	1	3	2	1
Help Fellows understand higher education as a discipline	3	2	1	3	2	1
Encourage Fellows to write about higher education	3	2	1	3	2	1
Have Fellows understand the diversity among higher education institutions	3	2	1	3	2	1
Help Fellows explore *institutional* responses to the challenges of our pluralistic society	3	2	1	3	2	1
Help Fellows understand the dynamics of effective leadership & institutional change	3	2	1	3	2	1
Help Fellows understand the management of higher education	3	2	1	3	2	1
Enable Fellows to learn from each other & from established leaders	3	2	1	3	2	1
Help Fellows establish a national network	3	2	1	3	2	1

4. For the future, should these objectives be modified?
   1___ No, they are fine as they are now
   2___ Yes *Please explain how:* _____
   _____
   _____

5. To what degree did your ACE Fellowship year help you develop the following **elements of leadership**? *Circle one in each line.*

	A lot	Some what	Not at all	I didn't need to develop in this area
Envisioning the future & seeing the big picture				
Stimulating my creativity & intellectual curiosity	4	3	2	1
Increasing my ability to define a mission & set priorities	4	3	2	1
Helping me communicate a sense of direction	4	3	2	1
Helping me understand the national & global context of higher education	4	3	2	1
Interpreting & shaping institutional values & culture				
Increasing my ability to read the environment—through listening, watching, asking questions	4	3	2	1
Being able to solicit feedback & encourage dissonant points of view	4	3	2	1
Making my goals & convictions understandable to others	4	3	2	1
Working effectively with people				
Communicating effectively, orally & in writing	4	3	2	1
Learning how to build & manage an effective team	4	3	2	1
Strengthening my "people skills"—hiring, supervising, motivating, resolving conflicts	4	3	2	1
Understanding my values, strengths & weaknesses				
Increasing my openness to new experiences	4	3	2	1
Providing me with information about my leadership style	4	3	2	1
Helping me clarify my personal value system	4	3	2	1
Increasing my self-confidence	4	3	2	1
Developing my ability to lead others to reach common goals				
Understanding ways to affect change in complex institutions	4	3	2	1
Learning how to develop consensus among diverse constituencies	4	3	2	1
Empowering others	4	3	2	1
Building a learning community	4	3	2	1

6. To what degree did your ACE Fellowship year help you develop the following **management and administrative skills and knowledge**? *Circle one in each line.*

	A lot	Some what	Not at all	I didn't need to develop in this area
Strategic planning	4	3	2	1
Identifying data needed to make administrative decisions; "asking the right questions"	4	3	2	1
Researching, analyzing & writing administrative reports	4	3	2	1
Preparing & recommending management actions	4	3	2	1
Making administrative decisions; problem solving	4	3	2	1
Financial management & budgeting	4	3	2	1
Development & institutional advancement	4	3	2	1
Giving & receiving feedback	4	3	2	1
Working as part of a team	4	3	2	1
Personnel; human resource management	4	3	2	1
Managing a diverse work force & student body	4	3	2	1
Understanding & applying equal opportunity principles/laws	4	3	2	1
Developing leadership skills in subordinates	4	3	2	1
Improving my collaborative skills with administrative peers	4	3	2	1
Conflict resolution	4	3	2	1
Collective bargaining	4	3	2	1
Other *Specify:*_____	4	3	2	1

7. The **Fellows' seminars** have had six major themes. **In the future,** how much emphasis should the seminars place on each of these themes? *Circle one in each line.*

	A lot	Some	Very little
Leadership	3	2	1
Strategic planning, budgeting & financial management	3	2	1
Academic management & planning	3	2	1
Diversity on campus	3	2	1
Personal & interpersonal dimensions of leadership & management	3	2	1
External forces affecting higher education	3	2	1

8. Please give suggestions for other themes, issues or topics that future seminars should cover.

9. If you remember any specific seminar sessions that were especially helpful to your professional development, please list them and explain why they were helpful.

10. During your Fellowship year, how much did you learn about people who are different from you? If you did not need to develop in an area, circle the last column. *Circle one in each line.*

	How much did you learn...			
About people who are different by:	A lot	Some	Not much	I didn't need to develop in this area
Race/ethnicity	4	3	2	1
Gender	4	3	2	1
Religion	4	3	2	1
Sexual preference	4	3	2	1
Disability	4	3	2	1
Geography—from different parts of the *country*	4	3	2	1
Geography—from different parts of the *world*	4	3	2	1
Types of institution	4	3	2	1
Other types of diversity *Specify:* _____	4	3	2	1

11. ***For host and home/host Fellows only***—How did your Fellowship year benefit your *host institution*? *Check all that apply.*
    - ___ Not applicable—I was a home Fellow
    - ___ I provided important additional professional help
    - ___ I brought new perspectives & fresh ideas
    - ___ I became a strong & vocal admirer of my host institution
    - ___ I provided ready access to ideas, models & resources at other institutions
    - ___ My Fellowship gave the host institution increased visibility
    - ___ I provided access to the national network of ACE Fellows
    - ___ Other *Specify:* _____

12. How did your Fellowship year benefit your *home/nominating institution*? *Check all that apply.*
    - ___ I undertook special projects for my home institution during my Fellowship year
    - ___ My home institution gained access to the national network of ACE Fellows
    - ___ My broadened perspective was an asset to my home institution
    - ___ I became a more experienced administrator/staff member
    - ___ My new knowledge & skills were useful
    - ___ My improved management & administrative skills benefitted my home institution
    - ___ My Fellowship gave my home institution increased visibility
    - ___ My Fellowship gave me a sense of renewal & energy for my job
    - ___ I was a more active & effective leader on campus
    - ___ Other *Specify:* _____

13. If you had it to do over, what would you change about your Fellowship year? *Check all that apply.*
    - ___ The home/host situation
        - ___ Go to a host institution, rather than stay at my home institution
        - ___ Stay at my home institution, rather than go to a host institution
        - ___ Go to a different institution
        - ___ Go to two institutions, rather than only one
        - ___ Go to one institution, rather than two
    - ___ Be more aggressive about requesting time & advice from my mentor
    - ___ Work with different mentor(s) *Please explain:* _____
    - ___ Get to know the other Fellows better
    - ___ Do more reading
    - ___ Put more energy & time into the Fellowship
    - ___ Stay in closer contact with my nominator & home institution colleagues
    - ___ Travel less
    - ___ Travel more
    - ___ Handle my living situation differently *Please explain:* _____
      _____
    - ___ Other *Please explain:* _____
    - ___ Not applicable—I wouldn't change anything

14. On the basis of your experience, would you recommend the Fellows Program to others?
    - 1___ No, because *Specify:* _____
    - 2___ Yes, because *Specify:* _____

15. In retrospect, what was the single *most valuable experience* of your Fellowship year?

    ___ Can recall none.

16. In retrospect, what was the single *least valuable experience* of your Fellowship year?

    ___ Can recall none.

17. Do you believe that your race/ethnicity or gender limited your participation in any aspect(s) of the ACE Fellows Program?
    - 1___ No
    - 2___ Yes *Please elaborate:* _____
      _____

18. Would it have been possible for you to acquire important leadership experiences, skills or knowledge in other ways—without having been an ACE Fellow? *Check one.*
    - 1___ No—I did not have other avenues to acquire these
    - 2___ Yes—But it would have taken much longer & been less effective
    - 3___ Yes—There are alternative ways that are equally as effective & efficient, such as:
      Specify: _____

Please feel free to elaborate on your answer.

About Mentoring...

19. What was your primary mentor's position during your Fellowship year? *Check one.*
    1___ Chancellor/president
    2___ Chief academic officer
    3___ Chief financial officer
    4___ Chief student affairs officer
    5___ Other *Specify:* _____

20. On average, how many hours per week did you spend with your primary mentor during your Fellowship year? *Give total hours, including time in meetings, shadowing, one-on-one, etc.*
    ___ hours per week

21. Was your primary mentor's:
    Race/national origin the same as yours? 1___ No 2___ Yes
    Gender the same as yours? 1___ No 2___ Yes

22. How would you describe the quality of mentoring you received as a Fellow? *Check one.*
    1___ Poor
    2___ Adequate or uneven
    3___ Good
    4___ Very good
    5___ Exceptionally high

23. What was most important in determining the quality of mentoring you received? *Check no more than two.*
    1___ The position my mentor held
    2___ The type of person my mentor was
    3___ My relationship with my mentor
    4___ The amount of time I spent with my mentor
    5___ The special projects & activities I was assigned
    6___ The institution where I was
    7___ Other *Specify:* _____

24. Did your Fellowship experience encourage you to *become a mentor yourself? Check one.*
    1___ No, I do not plan to be a mentor
    2___ Not really, mentoring is something I do—or plan to do—anyway
    3___ Yes, I plan to mentor others in the future
    4___ Yes, in fact, I have already mentored others
    5___ Other *Specify:* _____

About Your Fellowship Living Arrangements...

25. What was your living arrangement during your Fellowship year? ***For host and home/host Fellows only—****Check one.*
    1___ I moved to the host institution—*I was single*
    2___ I moved to the host institution—*My family/partner moved, too*
    3___ I moved to the host institution—*My family/partner did not move*
    4___ I commuted to a host institution for all or part of the year
    5___ Other *Please describe:* _____
    6___ Not applicable—I was a home Fellow

26. Did your family circumstances affect your decisions during your Fellowship year?
    1___ No
    2___ Yes *Please describe in what way(s):* _____
    _____

27. What were your personal out-of-pocket costs for your Fellowship year? *Check one.*
    1___ None
    2___ $1-$999
    3___ $1,000-$2,999
    4___ $3,000-$5,000
    5___ More than $5,000
    6___ Not applicable; cannot recall

28. How were these expenses incurred? *Check the one or two most important categories.*
    ___ Books
    ___ Moving my place of residence
    ___ Loss of my spouse's/partner's income due to move
    ___ Maintaining two residences during the Fellowship year
    ___ Commuting to my host institution
    ___ Travelling to other institutions
    ___ Travelling to visit my family & friends
    ___ Attending Fellowship-related seminars & meetings
    ___ Other *Specify:* _____
    ___ Not applicable: I cannot recall or did not incur significant personal expenses

Career Outcomes...

29. At the end of your Fellowship year, which of the following did you do? *Check one.*
    1___ Returned to (or stayed at) my home institution—and plan to remain there
    2___ Returned to (or stayed at) my home institution—but plan to move to another institution
    3___ Stayed at the host institution
    4___ Accepted a job at another institution
    5___ Other *Specify:* _____

30. Which of the following categories describe your position/duties the year after your Fellowship year ended? *Check all that apply.*
    ___ Returned to my old job, *with no new responsibilities*
    ___ Returned to my old job & *assumed significant new job responsibilities*
    ___ Got a promotion
    ___ Got a significant salary increase
    ___ Moved into a full-time administrative position for the first time
    ___ Other *Specify:* _____

31. How did the your ACE Fellowship year influence your long-term career aspirations? *Check all that apply.*
    ___ It confirmed my decision to go into administration
    ___ It raised my sights to aspire to a higher position
    ___ I decided *not* to go into administration
    ___ I decided to leave higher education
    ___ It did not influence my career aspirations
    ___ Other *Describe:* _____

32. At your institution, how important a credential for advancement is having been an ACE Fellow? *Check one.*

1___ Not at all—It does not make a difference
2___ Somewhat—It sometimes makes a difference
3___ Extremely—It definitely gives a candidate an edge
4___ Don't know or not applicable

33. How important have the following **people** been to advancing your career? *Circle one in each line.*

	Extremely	Somewhat	Not at all
Your primary mentor	3	2	1
Other mentors or senior people	3	2	1
Your nominator	3	2	1
Other home institution colleagues	3	2	1
Fellows in your class	3	2	1
Other Fellows; the Council of Fellows	3	2	1
ACE Fellows Program staff; other ACE staff	3	2	1
Other *Specify:* _____	3	2	1

About the Design & Administration of the Fellows Program...

34. Based on your experiences as a Fellow, how would you rate the ACE Fellows Program in terms of the following? *Circle one in each line.*

	Excellent	Good	Needs Improvement	Don't know—Not applicable
Getting the word out about the program	4	3	2	1
Having a fair, professional selection process	4	3	2	1
Helping you locate an appropriate institution	4	3	2	1
Helping you identify an appropriate mentor	4	3	2	1
Treating Fellows fairly & even-handedly	4	3	2	1
Communicating with you as a Fellow	4	3	2	1
Communicating with your mentor	4	3	2	1
Communicating with your nominator	4	3	2	1
Helping maximize your Fellowship by solving problems & providing advice	4	3	2	1
Designing & implementing an effective seminar curriculum	4	3	2	1
Having a structure/pace that balanced time on campus with Fellows' seminars	4	3	2	1
Having a good mix of "hands on" & theoretical learning	4	3	2	1
Other *Specify:*_____	4	3	2	1

35. Please give any suggestions for improving program design and administration in the future.

36. How effectively and sensitively would you say the ACE Fellows Program has addressed the concerns of and barriers to career advancement facing the following groups of people?
Check one in each column.

	Very	Somewhat	Not at all
Male Fellows of color	3	2	1
Female Fellows of color	3	2	1
White male Fellows	3	2	1
White female Fellows	3	2	1

Please feel free to elaborate. _____

37. After your Fellowship year, how helpful have the following activities of the ACE Fellows Program been to you? *Circle one for each line.*

	Very	Somewhat	Not very	Did not ask for this
Writing letters of nomination/recommendation	4	3	2	1
Nominating you for positions	4	3	2	1
Suggesting candidates for vacancies	4	3	2	1
Providing career planning advice	4	3	2	1
Facilitating networking among former Fellows	4	3	2	1
Assisting the Council of Fellows	4	3	2	1
Other *Specify:* _____	4	3	2	1

38. What modifications would improve the effectiveness of ACE assistance in advancing the career goals of alumni/ae Fellows?

___ Nothing of significance comes to mind

PART D—FUTURE DIRECTIONS

1. What is your overall recommendation for the future of the ACE Fellows Program?
   1___ Continue just the same as it is
   2___ Continue it & make some minor revisions
   3___ Continue it, but revise it substantially
   4___ Discontinue it

2. If you think changes are needed in the ACE Fellows Program, what would you recommend?
   If none, leave blank.
   In the nomination process: _____
   In the selection process: _____
   In the campus experience: _____
   In the mentoring relationship: _____
   In the seminars: _____
   After the Fellowship year: _____
   Other (e.g., travel): _____

3. What should the Fellows Program do to be a more effective catalyst for helping *men and women from underrepresented racial and ethnic groups* enter and advance in higher education administration? *If you believe current activities are appropriate, leave blank.*

In the nomination process: _____

In the selection process: _____

In the campus experience: _____

In the mentoring relationship: _____

In the seminars: _____

After the Fellowship year: _____

Other (e.g., travel): _____

4. In what ways could the ACE Fellows Program be a more effective catalyst for helping both *women of color and white women* advance in higher education administration?

5. If you have **not** been active as a former Fellow (for example, serving on committees, or attending the ACE Annual Meeting or the annual Council of Fellows Day), please tell us why. *Check all that apply.*

1___ I do not have any travel funds
2___ My schedule is too crowded
3___ The topics are not of interest to me
4___ Other networks are more helpful to me at this time
5___ Other *Specify:* _____
6___ Not applicable—I *have* been active as a former Fellow

6. Please provide any additional comments or suggestions about the ACE Fellows Program.

Thank you for completing this questionnaire.
It will help us improve the ACE Fellows Program in the future.

Please return this questionnaire in the enclosed envelope to:

ACE Fellows' Questionnaire
American Council on Education
One Dupont Circle, NW
Washington, DC 20036

by

June 15, 1992

APPENDIX 3

Mentors' Questionnaire

AMERICAN COUNCIL ON EDUCATION
Mentors' Questionnaire
ACE FELLOWS PROGRAM

PART A—BACKGROUND

1. During what academic year(s) were you a mentor to an ACE Fellow? *Check all that apply.*

___ Before 1984	___ 1986-87	___ 1989-90
___ 1984-85	___ 1987-88	___ 1990-91
___ 1985-86	___ 1988-89	___ 1991-92

2. Since the ACE Fellows Program began in 1965, how many years have you been a mentor? _____ years

3. Have you been a mentor to "home Fellows," "host Fellows," or "home/host Fellows"? *Check all that apply.*
   1___ *Home*—Spent entire year at home institution
   2___ *Host*—Spent entire year at host institution(s)
   3___ *Home/Host*—Spent part of year at home institution & part at host institution

4. What is your race/ethnicity? *Please check one.*
   1___ African-American (non-Hispanic) 4___ Caucasian (non-Hispanic)
   2___ American Indian or Native Alaskan 5___ Hispanic/Latino
   3___ Asian-American or Pacific Islander 6___ Other _____

5. *Please check one.* 1___ Male 2___ Female

6. What is the **primary reason** you agreed to be a mentor for the ACE Fellows Program?
   Check one.
   1___ I enjoy being in a teaching/mentoring role
   2___ I feel a responsibility to develop the next generation of leaders
   3___ I remember how important mentor(s) have been to me
   4___ I enjoy the companionship
   5___ I needed assistance on special projects
   6___ Other *Specify:* _____

7. Have you ever **nominated** a candidate for the ACE Fellows Program? *Check one.*
   1___ No, I do not plan to because:
   _____
   2___ No, but I plan to in the future
   3___ Yes

8. In what academic discipline do you have your highest earned degree? *Check one.*

1___ Humanities
2___ Physical/natural sciences
3___ Education
4___ Social sciences
5___ Other *Specify:* _____

9. Please tell us the names and states of your institutions. *List all institutions if you were a mentor for more than one year.*

When you were a mentor:_____ State: ___
_____ State: ___
Currently: _____ State: ___

10. What is your current title? _____

Part B—Looking Back on the Year(s) When You Were a Mentor

1. What is your overall assessment of your experience as a mentor in the ACE Fellows Program? *Check one.*

1___ Negative
2___ Somewhat negative
3___ Somewhat positive
4___ Very positive

2. How valuable do you consider each of the following components of the ACE Fellows Program? *Circle one in each line.*

	Extremely	Somewhat	Not at all
The home/host campus experience	3	2	1
Fellows' seminars	3	2	1
Regional seminars	3	2	1
Fellows visiting other campuses	3	2	1
Fellows developing & writing the Fellowship paper	3	2	1
Fellows developing & revising the learning contract	3	2	1
Fellows writing quarterly reports	3	2	1
Fellows having time to read & reflect	3	2	1
Your Fellow(s) interacting with you as a mentor	3	2	1
Fellow(s) interacting with other Fellows in their class	3	2	1
Fellows becoming part of the network of Fellows	3	2	1
Other components (e.g., mini-host experience) *Specify:* _____	3	2	1

3. Following are some of the objectives of the ACE Fellows Program.
We are asking you two separate questions about each objective—"Was this objective met when you were a mentor?" and "How important is this objective for the ACE Fellows Program in the future?"
Please answer both questions for each objective.

	Was this objective met when you were a mentor?			***How important is this objective for the ACE Fellows Program in the future?***		
	Yes	Somewhat	No	Extremely	Somewhat	Not very
Identify promising leaders in higher education	3	2	1	3	2	1
Prepare a diverse cadre of educators for leadership positions	3	2	1	3	2	1
Help Fellows strengthen their leadership skills & abilities	3	2	1	3	2	1
Help Fellows develop breadth of vision	3	2	1	3	2	1
Help Fellows understand issues & trends in higher education	3	2	1	3	2	1
Help Fellows understand external forces affecting higher education	3	2	1	3	2	1
Help Fellows understand higher education's challenges & potential solutions	3	2	1	3	2	1
Help Fellows understand higher education as a discipline	3	2	1	3	2	1
Encourage Fellows to write about higher education	3	2	1	3	2	1
Have Fellows understand the diversity among higher education institutions	3	2	1	3	2	1
Help Fellows explore institutional responses to the challenges of our pluralistic society	3	2	1	3	2	1
Help Fellows understand the dynamics of effective leadership & institutional change	3	2	1	3	2	1
Help Fellows understand the management of higher education	3	2	1	3	2	1
Enable Fellows to learn from each other & from established leaders	3	2	1	3	2	1
Help Fellows establish a national network	3	2	1	3	2	1

4. For the future, should these objectives be modified?
   1___ No, they are fine as they are now
   2___ Yes *Please explain how:* _____
   _____
   _____

5. To what degree did having an ACE Fellowship help your Fellow(s) develop in the following areas? *Circle one in each line.*

	A lot	Some what	Not at all	Don't know
Envisioning the future & seeing the big picture	4	3	2	1
Interpreting & shaping institutional values & culture	4	3	2	1
Working effectively with people	4	3	2	1
Understanding his/her values, strengths & weaknesses	4	3	2	1
Developing his/her ability to lead others to reach common goals	4	3	2	1
Strengthening management & administrative skills & knowledge	4	3	2	1

6. Do you think participation in the ACE Fellows Program made your Fellow(s) better leaders?
   1___ No, because: _____
   2___ Yes, because: _____
   3___ Don't know

7. The **Fellows' seminars** have had six major themes. **In the future,** how much emphasis should the seminars place on each of these themes? *Circle one in each line.*

	A lot	Some	Very little
Leadership	3	2	1
Strategic planning, budgeting & financial management	3	2	1
Academic management & planning	3	2	1
Diversity on campus	3	2	1
Personal & interpersonal dimensions of leadership & management	3	2	1
External forces affecting higher education	3	2	1

8. Please give suggestions for other themes, issues or topics that future seminars should cover.

9. How did having ACE Fellow(s) at your institution benefit your institution? *Check all that apply.*
   ___ The Fellow(s) provided important additional professional help
   ___ The Fellow(s) brought new perspectives & fresh ideas
   ___ The Fellow(s) became a strong & vocal admirer of the institution
   ___ The Fellow(s) provided ready access to ideas, models & resources at other institutions
   ___ The Fellowship gave the institution increased visibility
   ___ The Fellow(s) provided access to the national network of ACE Fellows
   ___ Other *Specify:* _____

10. What significant contributions to your campus did your Fellow(s) make during the Fellowship year(s)?

___ Can recall none

11. If you had it to do over, what would you change about your experiences as a mentor? *Check all that apply.*

___ Put more energy & time into my mentoring role

___ Delegate more of my mentoring responsibilities to others on campus

___ Had Fellow(s) from another institution, rather than my own

___ Had Fellow(s) from my own institution, rather than another institution

___ Spend *more* time with my Fellow(s)

___ Spend *less* time with my Fellow(s)

___ Been a mentor *more* often

___ Been a mentor *less* often

___ Assign the Fellow(s) *more* special projects/tasks

___ Assign the Fellow(s) *fewer* special projects/tasks

___ Chosen different Fellow(s) to mentor *Please explain:* _____

_____

___ Other *Please explain:* _____

___ Not applicable—I wouldn't change anything

12. Do you plan to be a mentor in the ACE Fellows Program in the future?

1___ No, because: _____

2___ Yes, because: _____

13. In retrospect, what was the single *most valuable aspect* of the ACE Fellows Program?

___ Can recall none.

14. In retrospect, what was the single *least valuable aspect* of the ACE Fellows Program?

___ Can recall none.

15. Would it have been possible for your Fellow(s) to acquire important leadership experiences, skills or knowledge in other ways—without having been an ACE Fellow? *Check one.*
    1___ No—There are no other effective avenues to acquire these
    2___ Yes—But it would have taken much longer & been less effective
    3___ Yes—There are alternative ways that are equally as effective & efficient, such as: *Specify:*

    _____

    Please feel free to elaborate on your answer.

16. On average, how many hours per week did you spend with your Fellow(s) during the Fellowship year? *Give total hours, including time in meetings, shadowing, one-on-one, etc.*
    ____ hours per week

17. If you had to describe the quality of mentoring you provided, how high would you say it was? *Check one.*
    1___ Poor
    2___ Adequate or uneven
    3___ Good
    4___ Very good
    5___ Exceptionally high

18. At your institution, how important a credential for advancement is having been an ACE Fellow? *Check one.*
    1___ Not at all—It does not make a difference
    2___ Somewhat—It sometimes makes a difference
    3___ Extremely—It definitely gives a candidate an edge
    4___ Don't know or not applicable

19. How active have you been in advancing the career(s) of your Fellow(s) after the Fellowship year? *Check one.*
    1___ Not at all active
    2___ Somewhat active
    3___ Extremely active
    4___ My degree of activity has been different for different Fellows *Please explain:*

    _____

20. Based on your experiences as a mentor, how would you rate the overall design and administration of the ACE Fellows Program? Consider the entire program—from publicizing the program and the selection process to designing an effective seminar curriculum. *Check one.*
    1___ Needs improvement
    2___ Good
    3___ Excellent

21. Please give any suggestions for improving program design and administration in the future.

Part C—Future Directions

1. What is your overall recommendation for the future of the ACE Fellows Program? *Check one.*
   1___ Continue just the same as it is
   2___ Continue it & make some minor revisions
   3___ Continue it, but revise it substantially
   4___ Discontinue it

2. If you think changes are needed in the ACE Fellows Program, what would you recommend? *If none, leave blank.*

   In the nomination process: _____

   In the selection process: _____

   In the campus experience: _____

   In the mentoring relationship: _____

   In the seminars: _____

   After the Fellowship year: _____

   Other: _____

   _____

3. What should the Fellows Program do to be a more effective catalyst for helping *men and women from underrepresented racial and ethnic groups* enter and advance in higher education administration? *If you believe current activities are appropriate, leave blank.*

   In the nomination process: _____

   In the selection process: _____

   In the campus experience: _____

   In the mentoring relationship: _____

   In the seminars: _____

   After the Fellowship year: _____

   Other: _____

   _____

4. In what ways could the ACE Fellows Program be a more effective catalyst for helping both *women of color and white women* advance in higher education administration?

5. Please provide any additional comments or suggestions about the ACE Fellows Program.

Thank you for completing this questionnaire.
It will help us improve the ACE Fellows Program in the future.

Please return this questionnaire in the enclosed envelope to:

ACE Fellows' Questionnaire
American Council on Education
One Dupont Circle, NW
Washington, DC 20036

by

July 6, 1992

APPENDIX 4

ACE Fellows Program Review Advisory Committee

Lawrence Pettit, Chair, President, Indiana University of Pennsylvania

Elsa Gomez, President, Kean State College (NJ)

Jessica Kozloff, Vice President for Academic and Student Affairs, State Colleges in Colorado

Daniel Perlman, President, Webster University (MO)

Benjamin Quillian, Vice President for Administration, Southern Illinois University at Edwardsville

Joyce Randolph, Director, International Programs, University of Pennsylvania

Keith Sanders, Chancellor, University of Wisconsin - Stevens Point

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